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ABSTRACT

Based on a 1980-81 study of the Clifford Library and Learning Resources unit at the University of Evansville (Indiana), this report presents the principal study findings and specific recommendations for improvement in library and learning resources and services. An overview of current changes in U.S. higher education considers enrollment patterns and projections, education costs and funding, curriculum shifts, societal attitudes, and innovations in teaching. Academic library trends and projections are also briefly reviewed. An assessment of the University of Evansville covers its major instructional, research, and community service programs; its goals and objectives; and a profile of its faculty, students, and administrative organization. The history and status of the library and learning resources unit are reviewed prior to a detailed analysis of its collections, facilities, staffing, service delivery, bibliographic instruction, technology, and two specific parts of the library, i.e., the Center for Instructional Services (CIS) and the University Archives. Recommendations based on needs in each of these areas are developed with a technique known as Interpretive Structural Modeling (ISM). The report begins with an executive summary and a summary listing of its 27 recommendations and concludes with an appendix delineating the study's data sources and survey results. (ESR)

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Clifford Library and Learning Resources

Self-Study Report

Evansville, Indiana
February 1982

Assistance furnished by the
Association of Research Libraries
Office of Management Studies
and the Lilly Endowment

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PREFACE

Any self-study ultimately involves substantial investments in time, energy, and dedication. The University of Evansville endeavor was no exception in this regard. More than 30 librarians, faculty, staff and students were directly involved in conducting the study. Many more assisted indirectly.

I am deeply grateful to all who contributed to this effort. In particular I thank the members of the study team: Rita Behnke, David Carlson, Don Farris, Sylvia Moore, Paul Novak, Phil Ott, and Elly Zeta. Special thanks are also extended to our consultant, Jordan Scepanski, for his guidance, to Jeffrey Gardner for his assistance and encouragement, and to Darlene Thomas for her many hours of typing.

In a very real sense, the study would not have been accomplished without the aid of the Association of Research Libraries' Office of Management Studies and the Lilly Endowment. The analytical procedures and the consulting assistance furnished by the Office of Management Studies made it possible to approach the task systematically and efficiently and assured that all significant issues would be reviewed. The funding provided by the Lilly Endowment allowed us to pursue our analysis without fear of financial stress. The University of Evansville is indebted to these two excellent organizations for their support and assistance.

P. Grady Morein
University Librarian

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INTRODUCTION

During academic year 1980-81 Clifford Library and Learning Resources conducted a comprehensive assessment of its resources and services. The purpose of the project was to identify needs and opportunities for improving the library and learning resources of the University of Evansville. The study was conducted by a team of four faculty, two librarians, the director of the Center for Instructional Services and the University Librarian. Assistance was also provided by eight task forces composed of faculty, librarians, library staff, and students. In total, more than 30 persons participated directly in collecting data, assessing needs, and developing recommendations.

The analysis followed a standard planning approach including a review of the current status of library and learning resources, an assessment of needs, and the development of specific recommendations for promoting improvements. Data were obtained through observation, analysis of records, study of relevant literature and documents, interviews, group discussion, and a survey of faculty and students.

This report outlines the principal findings of the study and presents recommendations the team considers achievable as well as necessary. Many improvements have already resulted from the assessment. Other changes have been initiated, but will require time to produce improvements. The recommendations specified in this report will also require time as well as financial commitments in order to yield results. Effort has been made to articulate clearly in the report the significance of these two factors--time and funding--in resolving the problems that have been identified. The point, however, cannot be overemphasized.

Everyone associated with a university certainly recognizes that higher education is entering a period of great challenge. The University of Evansville is preparing to meet this challenge and has elected to enhance and stress the quality of its educational programs as the principal means of confronting the challenge. Clearly, this is an appropriate course of action to be followed. High quality education is essential to sustaining the University's vitality. It is the University's most distinguishing feature.

High quality education, however, cannot be achieved without strengthening the library and learning resources of the University. As with many academic libraries over the past several years, there has been a weakening of library resources at the University of Evansville. A major problem exists in that space has become extremely limited because of expanded enrollments and because the collection has grown beyond the capacity of the building. A second problem occurs in the form of a declining rate of material acquisition due to inordinate increases in the costs of library materials.

During the course of the study, two developments have occurred which indicate the University is committed to addressing these two problems. The Board of Trustees, at its October 1981 meeting, approved a Capital Campaign to expand the library building. In addition, the library materials budget for 1981-82 was increased sufficiently to meet the increases in the costs of these materials. Both of these developments are certainly welcomed. Still, until the library expansion is actually completed, conditions within the library will become worse.

It is imperative, therefore, that construction on the addition begin as quickly as possible in order to minimize further deterioration of facilities. Furthermore, allocation of funds for library materials must be adequate to sustain the level of acquisition and protect the collection from further erosion. These are the two key recommendations. The other recommendations, especially those related to staffing, are almost as significant.

In conducting the study, several assumptions were proposed as a basis for pursuing analyses. These fall into two categories: assumptions regarding the University and those related to the library.

Assumptions related to the University

--The University of Evansville will place increasing emphasis on upgrading the quality of its educational programs.

--The University will continue to provide programs in the liberal arts and the professions in accordance with the current balance between these programs.

--Enrollment over the next five years will not decline appreciably.

--The University will place increasing emphasis upon planning as a means of allocating resources more effectively.

Assumptions related to the Library

--The library is considered a paramount element of the University's educational program.

--Information and recorded knowledge are becoming increasingly important to all of society.

--Information and recorded knowledge will continue to expand at an enormous pace similar to that of recent years.

--The cost of library materials will continue to rise at a rate greater than that of inflation in general.

This report consists of 13 sections beginning with an executive summary which outlines major findings and recommends specific actions for improving library and learning resources. The summary is followed by detailed analyses including assessments of: developments in higher education, academic library trends, the status of the University, the status of the library, collection, facilities, staffing, service delivery, bibliographic instruction, library technology, the Center for Instructional Services, and Archives. These analyses are followed by a brief appendix. A concise overview of the issues can be obtained by reading the executive summary. Readers, however, are encouraged to study the entire document in order to gain a full sense of library needs. In reading the summary, it may be helpful to refer to specific sections for greater detail, explicit data, and complete rationale.

The study team:

Rita Behnke
David Carlson
Don Farris
Sylvia Moore
Grady Morein (Chair)
Paul Novak
Phil Ott
Elly Zeta

EXECUTIVE SUMMARY

The approach followed in conducting the study was to begin with a comprehensive overview of the situation, to consider a broad range of issues, then to select the most significant problems and focus on developing programs for resolving those issues. The conclusions and recommendations presented below, therefore, represent a careful distillation of the key issues facing Clifford Library and Learning Resources.

Numerous needs were identified through the course of the study. Those which the study team considers most crucial have been classified into eight categories: collections, facilities, staffing, service delivery, bibliographic instruction, technology, the Center for Instructional Services, and Archives.

Collections

Clifford Memorial Library has a solid basic collection of books, periodicals, and related material covering the standard subject areas. The collection is well cataloged and readily organized for usage. It is generally of adequate size as compared to the standards of the Association of College and Research Libraries. Yet, both the book and the periodical collection contain a number of significant weaknesses.

A major problem with the book collection is its lack of currency. The number of current items in the collection has been declining since the early 1970s. This pattern is most dramatically illustrated by the acquisition count for the past three years. The number of bound volumes acquired in 1978/79 was 9,381. In 1979/80 the figure was 7,498. And in 1980/81 the number dropped to 5,137.

Other deficiencies in the book collection are gaps in certain areas and generally widespread unevenness within a number of disciplines. These problems are basically caused by the introduction of new instructional programs without providing additional library funding to support those additions. This means that either these new areas remain deficient in library materials or else funding is shifted from other areas resulting in a deficiency for those areas.

The most significant deficiency in periodicals is the limited number of titles available, especially in the newer areas and in areas offering graduate programs. The library has not been able to increase its number of subscriptions in the last three years. Another problem is the gaps in many back issues of periodical titles. Some progress is being made in filling these gaps through purchase of microform copies. However, much more needs to be done. Here again, the primary restraining factor is funding.

Over the past few years the library has not consistently received adequate funding to meet the increased costs of library materials. The funding pattern is best described as erratic; one year the library receives a substantial increase, the next year no increase whatsoever. This pattern, coupled with extreme increases in the cost of library materials, has eroded the library's purchasing capability and is causing the decline in the number of items that can be purchased. The study team, therefore, recommends:

1. That acquisitions of books be maintained at an annual level of 5,000 titles until the library is expanded at which time the level be increased by 1,000 titles per year until it reaches 10,000 and thereafter be maintained at that level. The amount of funds needed to achieve these levels of acquisitions should be calculated on the basis of the average cost of a book plus an allowance for inflationary increases.
2. That funding be provided whereby the library is able to add ten additional periodical titles each year for the next five years.
3. That the library extend the collection assessment begun in this study to cover all disciplines and use assessment results as a basis for filling gaps and correcting deficiencies in the collection.
4. That the library continue assessing all elements of collection development and within the next year design a comprehensive collection development program which defines specific needs and methods for meeting them.

Facilities

A major asset of the University is the attractiveness of Clifford Library. The building is appealing, well furnished, and handsomely decorated. It is amply lighted, accoustically sound, and offers a hospitable study environment. Would that it had more space.

Clearly, one of the most pressing needs of the library is for additional facilities. The library now houses more than 170,000 bound books and periodicals plus 130,000 documents on microform in a building originally designed to contain 100,000 bound volumes. Besides this limited amount of shelving space, the library also suffers from a severe lack of study space and of operational space. When the building was opened in 1957, the FTE enrollment was 1,769 and the institution offered nine BA degrees and eight associate degrees. Today, FTE enrollment is 3,845 and the University offers more than 80 undergraduate degrees, 30 associate degrees, and 9 masters programs.

The University has simply outgrown its library building. As a result, students lack seating to study and utilize material, services are restricted, operations are less efficient, and materials are poorly shelved and extremely difficult to access. Two hundred seats for study and research are grossly inadequate by any standards for an enrollment and faculty the size of the University of Evansville. Aisles in the stack areas are so narrow that users can hardly read what is on the shelves. Furthermore, an extra shelf has been added so that many books are too high for the average person to reach.

The situation has reached the point where the library has found it necessary to undertake a massive weeding and discard program. There are also instances in which gifts have been discouraged because of a lack of space in which to shelve them. Additional library space is needed immediately. In order to continue adding current acquisitions, it has become necessary to arrange for storing a portion of the collection in some other location. The library staff is currently examining options for storing approximately 25,000 volumes as a temporary measure. To provide the quality library resources and services this institution deserves requires a building 103,310 square feet in size. Underlying assumptions and detailed specifications for this figure are presented on pages 76-77. Since the current building is approximately 33,000 square feet, an additional 70,000 are needed.

As part of this self-study, David Kaser, a nationally-renowned library building consultant, was engaged to assess library facility needs. Dr. Kaser recommended as a first choice that the library be expanded by 70,000 square feet. He also presented an alternative in which the additional amount could be held to 50,000 square feet.

This would be accomplished by instituting a perpetual program of vigorous weeding and discarding which would "freeze" the collection at a maximum size of 235,000 bound volumes; by extending acquisition of microforms significantly whereby many more monographs as well as periodicals would be acquired in microform rather than book form; by expanding interlibrary loan services extensively to overcome any gaps generated by the discard program; by utilizing compact shelving in which lesser-used material would be placed under closed-stack conditions; and by excluding the Center for Instructional Services from the expanded area. After careful review of the entire situation, the task force concludes that, given the significance of the library to the overall quality of education as well as to the image of the institution, the interest of the University would be best served by improving the library facilities and, therefore, recommends:

1. That 70,000 square feet of space be added to the library by the year 1983/84.
2. That the library immediately produce a building program document which will be used by an architect to design detailed plans for an enlarged building.
3. That beginning fall 1982/83 the library withdraw 25,000 bound volumes to be placed in storage until the addition is completed.

Staffing

Library and Learning Resource services at the University of Evansville are provided by a solid corps of dedicated professional, paraprofessional/clerical staff and student assistants. All of the staff are highly qualified, well trained, and hard working. The major staffing problem is the limited number of personnel available to perform basic functions and provide services.

The library, including Archives and University Press, has 7.55 professional and 8.5 paraprofessional/clerical staff. In the Center for Instructional Services there are 1 professional and 4 paraprofessional/clerical staff. The number of paraprofessional/clerical staff in the library is judged to be adequate for the current level of services. This occurs, however, only because facility limitations restrict the number of services which can be offered. If facilities are expanded, several important services can be made available and this will require additional paraprofessional/clerical staff.

The level of professional staff in the library is not adequate. Standards of the Association of College and Research Libraries specify that a university of U. of E.'s size and character should have 12 full-time professional librarians. The library currently compensates for the 4.45 staffing shortage by sharing functions and duties and by limiting services to students and faculty. Especially critical is the need for a full-time professional position in the area of periodicals. Another significant problem area is Archives in which professional staffing is available only 12 hours a week. Additional positions will especially be needed as the library prepares to expand facilities.

Staffing for CIS is adequate except for one area. As stated in the report on CIS, currently one person is expected to provide all photographic and graphic artist services as well as supervise CIS evening and weekend services. This places considerable strain on each of these services, and conditions are becoming increasingly difficult as demand for each of these services expands. There is a definite need for an additional part-time evening and weekend supervisor in CIS. The study team, therefore, presents the following recommendations:

1. That a full-time periodicals librarian be added to the library staff beginning in academic year 1982/83.
2. That hours of the Archives librarian be increased to 20 hours per week beginning in academic year 1982/83 and to full-time when the expansion of the library is completed.
3. That beginning in academic year 1982/83 CIS be provided a half-time evening and weekend supervisor position.
4. That in academic year 1983/84 the three-fourths time reference librarian position be increased to full-time.
5. That in academic year 1984/85 the half-time catalog/music librarian position be increased to full-time.
6. That concurrent with the opening of the library's expanded facilities, two full-time paraprofessional/clerical positions be added.

Service Delivery

Service delivery at Clifford Library was found to be quite good under the circumstances of limited facilities. The major services considered were interlibrary loan, circulation, periodical services, hours, equipment, and physical environment. While there are problems associated with each of these areas, many of the difficulties were found to be closely related to space limitations. Nevertheless, there are several steps which the library can take to improve service delivery.

Perhaps the most significant service delivery problem is in servicing periodicals. Deficiencies in operating periodicals were identified in several of the analyses. Periodicals is one of the most complex areas of the library to service; one paraprofessional person and student assistants simply cannot operate the service effectively. A professional librarian is needed in periodicals in order to provide adequate service in face of increased demand.

The task force found two areas of concern related to interlibrary loan. First, it determined that more needs to be done to increase student awareness of the availability of the service and its usefulness in conducting research. Second, the analysis concluded that efforts should be made to reduce the processing time for securing interlibrary loan material.

The equipment situation poses a potential problem rather than a current one. As microforms and computerized literature searching become increasingly important to academic libraries, Clifford Library will have to assure that adequate high quality equipment is available for accessing these materials and services. Currently, the library's equipment meets requirements minimally. This is not a satisfactory condition for the long-run. Any breakdown in microform equipment would result in a suspension or reduction of access to these materials. Steps must be taken to upgrade the library's microform equipment.

Problems with physical environment include inadequate study space, excessive noise generally caused by crowded conditions, and lack of janitorial service over the weekend. While the only permanent solution to the space limits is a larger building, consideration should be given to reorganizing the study lounge to create a more traditional study setting. The library should also examine the possibility of removing the vending machines as a means of overcoming litter problems over the weekends.

Two other issues that were reviewed are circulation services and library hours. The circulation analysis revealed that the department is operating quite efficiently but stressed the need for continuous attention to reshelving materials as rapidly as possible in order to assure their availability. In examining library hours, it was concluded that the library is exceptionally effective in providing many hours at which professional assistance is available but urges that consideration be given to extending weekend hours. Specific recommendations are as follows:

1. That a full-time periodicals librarian be added to the library staff beginning in academic year 1982/83. (This recommendation is also presented in the section on staffing.)

2. That the library develop a specific program for informing students of the availability of interlibrary loan services and for encouraging them to utilize the service.

3. That the Library and Learning Resources Committee examine options for reducing the time required for processing interlibrary loans. One possibility is to establish a courier service that would visit a larger regional university such as the University of Louisville on a weekly basis.

4. That the library establish a microform equipment acquisition program for expanding and upgrading this equipment on a regular basis. The program should begin in 1982/83 with the purchase of a high quality microfilm/microfiche reader/printer.

5. That the library study in detail the feasibility of converting the study lounge to a traditional stack/study area and of removing all vending machines.

6. That the Library and Learning Resources Committee study the feasibility of increasing library evening and weekend hours.

Bibliographic Instruction

Clifford Library places high emphasis on bibliographic instruction as a means of preparing students to utilize the library's increasingly sophisticated resources. Special emphasis is devoted to providing students with skills and insights that will aid them in keeping pace with the ever expanding world of information as well as assist them in performing more effectively in the classroom.

The current approach of presenting instruction as part of an existing course was found to be effective in most respects. The approach offers a flexibility that enables the library to meet a diversity of needs and preferences. There are, however, some difficulties which should be addressed.

The current program is not comprehensive enough to reach all students. In addition, some faculty are not fully aware of the program and its potential and, therefore, do not utilize it. There is also a problem with presenting bibliographic instruction in Composition 104. This course entails so much basic writing development that there is little time to conduct bibliographic research. As a result of these problems, the study team presents the following recommendations:

1. That the library examine the possibility of presenting bibliographic instruction in the advanced writing courses rather than in Composition 104. This approach will be especially attractive if the College of Arts and Sciences adopts new general education requirements which mandate an advanced writing course. Several of the professional schools are currently requiring a second writing course. The library is offering instruction in some of these courses with good results.
2. That the library develop a Faculty Library Manual which outlines in detail the library's bibliographic instruction program and procedures for utilizing these services.
3. That the library work more closely with individual departments and instructors to develop bibliographic instruction programs specifically geared to the needs of the department or of a particular course.

Technology

Clifford Library utilizes several advanced technologies as a means of increasing efficiencies, expanding capabilities, and restraining costs. Cataloging, for example, is done through an automated network in which more than 2,000 libraries share data and costs. The two organizations which provide the capability for doing this are the Online Computing Library Center (OCLC) and the Indiana Cooperative Library Services Authority (INCOLSA). Interlibrary loan requests are also transmitted through this network via computer terminal to reduce processing time and improve handling of requests. Last year a new service, computerized literature searching of data bases such as Engineering Index, Psychological Abstracts and Dow Jones News Service, was introduced.

A number of additional technological developments are available but not yet feasible for Clifford Library. These include automated circulation, automated acquisition, automated periodical check-in, and online catalog. The primary reason these technologies are not now practicable for the University of Evansville is that the costs of acquiring the systems still outweigh the benefits. However, continued advancements are rapidly improving benefits as well as reducing costs. The conclusion of the analysis is that these technological developments should be closely monitored and that the library should prepare itself to take advantage of every opportunity that is presented. The study also finds that an expansion of the library will likely present an excellent opportunity to upgrade the library's technology in several areas and urges the library to include technological developments in its building plans.

A key requirement for accessing most automated systems is to have bibliographic records in machine-readable form. The library has been placing its records in this form since 1977 when it began automated cataloging. Records created prior to that time, however, must be converted to machine-readable form. The library, therefore, must begin converting these records immediately.

A second area of technological development that offers potential to the library is microforms. While Clifford Library has been utilizing microforms for many years, recent equipment developments allow for improved storage, retrieval and photocopying of material in microform. As mentioned in the service delivery assessment of equipment, it is essential that the library begin upgrading its microform equipment and taking advantage of new developments.

Clearly, significant technological developments are occurring in the field of library and information science and Clifford Library must remain abreast of these developments if the University is to continue providing the highest quality education to its students. The following recommendations are designed to assure that the library does furnish the best possible service.

1. That the library begin immediately to convert its pre-1977 bibliographic records to machine-readable form.
2. That the library remain attuned to technological developments especially in the areas of electronic data processing and microform hardware and software and incorporate new developments as soon as they become feasible.
3. That the library establish a microform equipment acquisition program for expanding and upgrading this equipment on a regular basis. The program should begin in 1982/83 with the purchase of a high quality microfilm/microfiche reader/printer. (This recommendation is also presented in the section on service delivery.)
4. That the library include the latest feasible technology in its building program planning. Serious consideration should be given to including the following automated systems: automated circulation, automated acquisition, automated periodical check-in, online catalog.

The Center for Instructional Services (CIS)

The Center for Instructional Services (CIS) provides an array of services designed primarily to enhance the teaching process. Faculty are given direct assistance in accessing and utilizing a variety of media including films, audio and videotapes, photographs, slides, and transparencies. Results of the analysis indicate a very high level of satisfaction with the Center's services. Problems tended to focus around the difficulties posed by limited staff, facilities, and equipment. Demand for CIS services is increasing faster than can be met with the current level of resources.

Equipment is both short in number and overstrained because of high usage. The shortage results in an inability to honor all requests. High usage causes excessive malfunctions and high maintenance requirements that are expensive in terms of staff time as well as repair costs. More equipment is needed in order to keep abreast of increased demand.

Facilities pose similar problems. The Center is located in several converted classrooms with no coordinated design pattern. Equipment is housed in one room, repair in a second room down a hallway, production in a third, and administration in a fourth. Operations are divided inefficiently and are difficult to coordinate. Another problem is the specific placement of the unit. It is in one of the most remote corners of a basement, far from public access and separated from the library of which it is a part. New, specially designed, quarters located in the library would increase efficiency, allow for improved services, and permit greater integration of print and nonprint resources.

A staffing problem also exists in CIS. As explained in the staffing analysis, one person is currently expected to provide all photographic and graphic artist services as well as supervise CIS evening and weekend services. With demand for all of these services expanding, it is becoming increasingly difficult for one person to operate all three services effectively. An additional part-time staff position is needed in order to allow more attention to photographic and graphic requirements and to better serve evening and weekend users of CIS services. The following recommendations are presented as a means for improving CIS:

1. That beginning in academic year 1982/83 CIS be provided a half-time evening and weekend supervisory position. (This recommendation is also presented in the section on staffing.)
2. That CIS facilities be fully integrated into library facilities when the library is expanded.
3. That CIS be provided adequate funding to acquire and maintain an adequate level of equipment to service the growing demand being experienced from throughout the University.

Archives

Since its inception in 1967 the University Archives has grown slowly but steadily until it now serves as a significant resource to the University. Until this past year, the service was ably operated by Dr. Ralph Olmsted who dedicated many more hours to collecting and organizing documents and assisting in their utilization than were specified by his contract. Unfortunately, Dr. Olmsted has retired from the position of University Archivist, and it is not likely that anyone can be found who will be able to contribute the number of extra hours to the position that Dr. Olmsted was known to do.

The funding available for a professional position in Archives allows for only 10 to 12 hours per week. This is simply not sufficient time to operate a growing function as important as Archives. In recent years, a graduate assistant has been assigned to Archives and this has helped considerably. Archives also shares a part-time clerical assistant with the University Press. However, neither of these staff compensate for the limited number of professional hours available to Archives. If additional staffing is not provided, important resources will be lost and services will decline.

A second major problem with Archives is limited space. While additional space was provided as a result of the 1976 remodeling, the University Press was given part of that additional space. In the meantime, both units have grown to the point that each are severely lacking space in which to store resources and furnish services. If additional space is not provided, it will become necessary to discard increasing amounts of material that otherwise would be retained. It is with these needs in mind that the following recommendations are presented:

1. That hours of the Archives Librarian be increased to 20 hours per week beginning in academic year 1982/83 and to full-time when the expansion of the library is completed. (This recommendation is also presented in the section on staffing.)
2. That, in conjunction with the library expansion, Archives be provided at least 1,000 square feet of space. This is a minimum amount for Archives regardless of whether Archives is combined with other functions such as University Press or special collections.

Conclusion

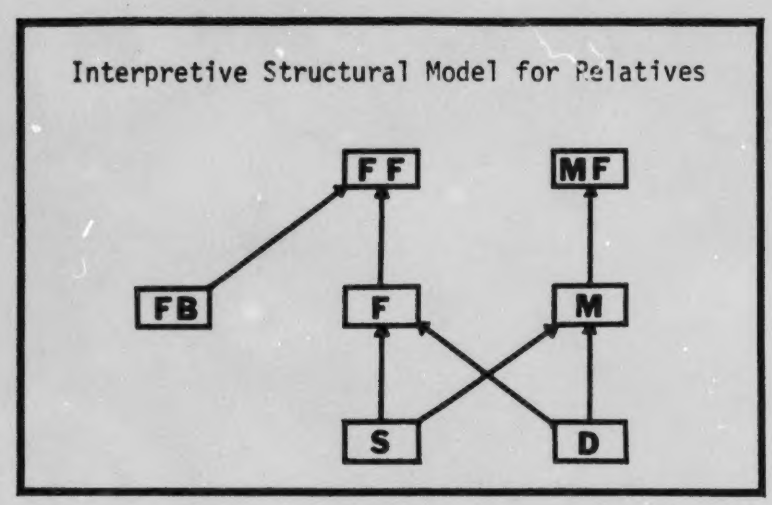
The needs assessment activity of the self-study identified several facets of the library where improvements are needed. Those facets are not isolated and, in fact, are quite interdependent. In order to better understand how those facets are interrelated and propose an efficient plan of action to accomplish an improvement, a technique known as Interpretive Structural Modeling (ISM) was used. ISM is a process designed to aid in understanding interrelationships among elements of a system. It is especially useful when the number of elements is large and the interrelationships or coupling among elements extensive.

The ISM process identifies elements of a system and structures them according to some relation. That relation must be transitive. In other words, if element A bears a relationship to element B, and element B bears a relationship to C, then element A bears a relationship to element C. Generally, a graph is used to display ISM relationships. On such a graph a directed line would be drawn from A to B and one drawn from B to C. By transitivity, a directed line would be implied from A to C. In order to avoid clutter on the graph, such a line is not drawn but is understood. The following example should clarify these points.

Consider a group of relatives who want their family tree identified by ISM. The elements of the system are the people, and a possible relation for the structuring process "is a descendent of." The elements are indicated by nodes, and the relation is indicated by a directed line. Thus, if Person A is a descendent of Person B, a line would be drawn from the node representing Person A to the node representing Person B. Suppose the relatives are:

1. a son (S)
2. a daughter (D)
3. a mother (M)
4. a father (F)
5. the father's brother(FB)
6. the father's father (FF)
7. the mother's father (MF)

The Interpretive Structural Model is illustrated in the following diagram:



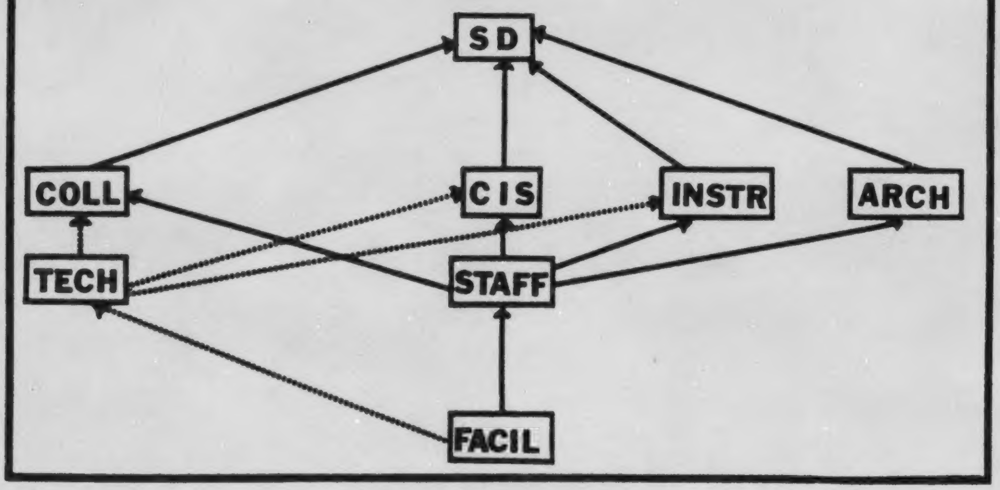
Note that although the son (S) is a descendent of the father's father (FF), no line is shown because the son (S) is a descendent of the father (F) and the father (F) is a descendent of the father's father (FF).

Following this same pattern, the needs of the library can be structurally related to show interdependencies. The principal needs of Clifford Library and Learning Resources identified through the self-study are as follows:

1. Service Delivery Needs (SD)
2. Collection Development Needs (COLL)
3. Staffing Needs (STAFF)
4. Bibliographic Instruction Needs (INSTR)
5. Center for Instructional Services Needs (CIS)
6. Technology Needs (TECH)
7. Archives Needs (ARCH)
8. Facility Needs (FACIL)

The model of the library needs was generated with a definite relation shown by the directed lines or arrows. It was somewhat loosely defined but was essentially "provision of X contributes to the provision of Y." "Provision of" might be restated as "meeting the need for." The result of the exercise is shown in the diagram below.

Interpretive Structural Model for Library Needs



An examination of the model shows that facilities are a base-level need and that meeting the need for facilities contributes to meeting all of the other needs. (For example, although there is no arrow from facilities to CIS directly, an arrow is implied by way of staff since the relation is transitive.) The dashed arrows reaching to technology and reaching from technology are to be distinguished from the other arrows. The relation is essentially the same. Meeting the need for technology, for example, contributes to meeting the need for collections; but it does so by way of enhancement rather than by being essential.

With these thoughts in mind, we can make several statements that are implied by the model:

1. Facilities are needed to house current and additional staff.
2. Facilities are needed to house the current library collection as well as additions that have been cited as necessary.
3. Facilities are needed to house CIS personnel, equipment, collections and operations.
4. Facilities are needed to provide library instructional services.
5. Facilities are needed to house and service Archives.
6. Facilities are needed to house computer terminals and other technology-related equipment that will enhance the service delivery and administration of the entire library.
7. Facilities are needed to provide study areas and generally improve the quality of services delivered.

Once adequate facilities are provided, other needs of Clifford Library and Learning Resources are amenable to being met.

8. Staff are needed to service the collection.
9. Staff are needed to improve CIS services.
10. Staff are needed to provide library instruction.
11. Staff are needed to support Archives.
12. Staff are needed to generally improve the quality of services delivered.
13. Technology can be provided to implement computer-aided bibliographic searches, circulation control, collection acquisition, and other upgrading in the servicing of the collection.

14. Technology can be provided to improve CIS services and control over resources.

15. Technology can support state-of-the-art library instruction services.

16. Technology will generally improve or enhance the quality of services delivered.

17. The adequately housed collection can be expanded, weeded, and used more effectively, all of which contribute to improving the delivery of services to the users.

18. The adequately housed CIS can meet the demands of users and provide services not currently offered.

19. Improved library instructional services contribute to improved service delivery and to improved archival services.

20. Improved delivery of services will result as these needs are met.

The model illustrates cause-and-effect relationships. It also illustrates a time order. As an example, work can begin on defining what should be done to upgrade the collection, but it would be unwise to make significant acquisitions without adequate space to house them. Thus, space must be provided very early, perhaps first.

As another example of the time dependence of the elements in the model, improvement in service delivery comes as a result of other needs having been met first. This interpretive structural model thus presents a blueprint for improving library operations and services. The specific recommendations presented in the first part of this section outline what steps are needed to achieve these improvements while the model defines the crucial interrelationships of each need. Implementation of the recommendations in accordance with the time frame indicated by the model will result in greatly improved resources and services to the University.

Summary of Recommendations

Collections

1. That acquisitions of books be maintained at an annual level of 5,000 titles until the library is expanded at which time the level be increased by 1,000 titles per year until it reaches 10,000 and thereafter be maintained at that level. The amount of funds needed to achieve these levels of acquisitions should be calculated on the basis of the average cost of a book plus an allowance for inflationary increases.

2. That funding be provided whereby the library is able to add ten additional periodical titles each year for the next five years.

3. That the library extend the collection assessment begun in this study to cover all disciplines and use assessment results as a basis for filling gaps and correcting deficiencies in the collection.

4. That the library continue assessing all elements of collection development and within the next year design a comprehensive collection development program which defines specific needs and methods for meeting them.

Facilities

1. That 70,000 square feet of space be added to the library by the year 1983/84.

2. That the library immediately produce a building program document which will be used by an architect to design plans for an enlarged building.

3. That beginning fall 1982/83 the library withdraw 25,000 bound volumes to be placed in storage until the addition is completed.

Staffing

1. That a full-time periodicals librarian be added to the library staff beginning in academic year 1982/83.

2. That hours of the Archives librarian be increased to 20 hours per week beginning in academic year 1982/83 and to full time when the expansion of the library is completed.

3. That beginning in academic year 1982/83 CIS be provided a half-time evening and weekend supervisor position.

4. That in academic year 1983/84 the three-fourths time reference librarian position be increased to full-time.

5. That in academic year 1984/85 the half-time catalog/music librarian position be increased to full-time.

6. That concurrent with the opening of the library's expanded facilities, two full-time paraprofessional/clerical positions be added.

Service Delivery

1. That a full-time periodicals librarian be added to the library staff beginning in academic year 1982/83. (This recommendation is also presented in the section on staffing.)

2. That the library develop a specific program for informing students of the availability of interlibrary loan services and for encouraging them to utilize the service.

3. That the Library and Learning Resources Committee examine options for reducing the time required for processing interlibrary loans. One possibility is to establish a courier service that would visit a larger regional university such as the University of Louisville on a weekly basis.

4. That the library establish a microform equipment acquisition program for expanding and upgrading this equipment on a regular basis. The program should begin in 1982/83 with the purchase of a high quality microfilm/microfiche reader/printer.

5. That the library study in detail the feasibility of converting the study lounge to a traditional stack/study area and of removing all vending machines.

6. That the Library and Learning Resources Committee study the feasibility of increasing library evening and weekend hours.

Bibliographic Instruction

1. That the library examine the possibility of presenting bibliographic instruction in the advanced writing courses rather than in Composition 104. This approach will be especially attractive if the College of Arts and Sciences adopts new general education requirements which mandate an advanced writing course. Several of the professional schools are currently requiring a second writing course. The library is offering instruction in some of these courses with good results.

2. That the library develop a Faculty Library Manual which outlines in detail the library's bibliographic instruction program and procedures for utilizing these services.

3. That the library work more closely with individual departments and instructors to develop bibliographic instruction programs specifically geared to the needs of the department or of a particular course.

Technology

1. That the library begin immediately to convert its pre-1977 bibliographic records to machine-readable form.

2. That the library remain attuned to technological developments especially in the areas of electronic data processing and microform hardware and software and incorporate new developments as soon as they become feasible.

3. That the library establish a microform equipment acquisition program for expanding and upgrading this equipment on a regular basis. The program should begin in 1982/83 with the purchase of a high quality microfilm/microfiche reader/printer. (This recommendation is also presented in the section on service delivery.)

4. That the library include the latest feasible technology in its building program planning. Serious consideration should be given to including the following automated systems: automated circulation, automated acquisition, automated periodical check-in, online catalog.

The Center for Instructional Services

1. That beginning in academic year 1982/83 CIS be provided a half-time evening and weekend supervisory position. (This recommendation is also presented in the section on staffing.)

2. That CIS facilities be fully integrated into library facilities when the library is expanded.

3. That CIS be provided adequate funding to acquire and maintain an adequate level of equipment to service the growing demand being experienced from throughout the University.

Archives

1. That hours of the Archives Librarian be increased to 20 hours per week beginning in academic year 1982/83 and to full-time when the expansion of the library is completed. (This recommendation is also presented in the section on staffing.)

2. That, in conjunction with the library expansion, Archives be provided at least 1,000 square feet of space. This is a minimum amount for Archives regardless of whether Archives is combined with other functions such as University Press or special collections.

AMERICAN HIGHER EDUCATION TODAY

American higher education is at a crossroads. Dramatic changes are occurring which will have profound long-term effects throughout the post-secondary area. Major changes include: declining enrollments, increased numbers of part-time, nontraditional students, increased costs, limited funding, curriculum shifts, changing societal attitudes, and innovations in teaching.

Enrollment Patterns and Projections

Influenced by a shrinking birthrate and a decline in the percentage of white students enrolling in college, total enrollment at colleges and universities is expected to peak in 1981 and 1982 and then fall gradually at least through 1988. The decline will be offset to some degree by a continuing increase in the number of older and part-time students, and by an increase in the percentage of black and other minority students attending college. Enrollment changes will vary by region with more severe declines in traditionally urban, industrial areas. Predictions regarding the total decline vary from 25 to 40 percent. Because of the offsetting factors, however, a selected number of institutions in the "sunbelt" areas of the south and west will possibly continue to experience some increases.

Bowen points out that in 1979 the majority of students were beyond the age of twenty-one because of increases in graduate, professional, and part-time programs. Because there are greater absolute numbers of these persons as compared to the eighteen to twenty-one year olds, a

27 percent decline in the latter group might be offset by only a 3.5 percent increase in the older students (Bowen, p. 10). Mortimer and Tierney, however, point out that it takes five nontraditional students to equal one full-time student. Therefore, the gain in nontraditional students is not seen as being capable of completely eliminating the enrollment problem but may reduce the decline to approximately 15 percent for the eighties (Mortimer and Tierney, p. 7).

Financing Higher Education

Colleges and universities are being hard hit by increased costs, especially in areas such as fuel and library materials. Concurrently, revenues are not increasing rapidly enough to keep pace with many of these increases or with the basic rise in the cost of living. Salary adjustments, therefore, have also tended to be less than adequate.

The limited revenue problems can be attributed partly to lower enrollments, partly to the fact that officials have felt constrained in increasing tuition costs, and partly to a curtailment of state and federal funding. Recent developments at the federal level will no doubt result in further financial difficulties for higher education. Both direct and indirect funding reductions are being initiated. Traditional support areas such as work-study and library material funding are being reduced or eliminated. In addition, student grants and loans are expected to be cut back. Unless costs can be reduced significantly or new sources of revenues developed, colleges and universities can expect continued financial strains over the next several years.

Curriculum Prospects

There does not appear to be any specific trend in curriculum design today. What seems to have surfaced in recent years is movement towards various trends. In their monograph, Liberal Education in Transition, Conrad and Wyer summarize seven developments which they feel are significant:

1. A movement back to a required, integrated group of courses or experiences.
2. An interest in relating the outcome of liberal education to curricular programs. This approach focuses on the ends of liberal education as defined by behavioral objectives.
3. A focus on process. Emphasis is placed upon the development of intellectual abilities through thematic studies, competency programs and problem-solving courses.
4. A stress on the development of the whole person with attention given to emotional development and interpersonal skills, as well as physical dexterity and the ability to work with things.
5. A concern for value-oriented or moral education which touches every discipline in the academic arena.
6. A development of new relationships between the liberal arts and the professions. Here, the effort is made to tailor the liberal arts courses to the career concerns of various vocational/professional groups.
7. A stress on the development of new and varied delivery systems such as off-campus learning centers, flexible time frames, and alternative educational avenues.

The authors conclude that while no one particular trend dominates curriculum design, a renewed concern for liberal education appears to be a common thread (Conrad and Wyer, p. 25-35).

Many educators contend that any increased interest in liberal studies would be welcomed. Higher education must come to grips with the challenges posed by academic diversity and the focus on professionalism.

The challenge is formidable. The fiscal restraints of the present prompt universities to explore and implement new and diverse programs. In addition, the demands of our technological age seem to point to a need for more trained specialists and efficient managers.

The development of a curriculum which provides a common core of educational experiences for persons in diverse programs confronts academia with a monumental task. In some instances, the temptation has been to resolve the dilemma by relaxing the demands of the liberal arts program of study. This is tantamount to surrendering to a dualistic perspective detrimental to the concept of the university as the community of learning. There can be, as Whitehead proclaimed, "no adequate technical education which is not liberal and no liberal education which is not technical" (Whitehead, p. 48).

In short, Whitehead insists that education should instill both technique and vision and thereby span the gap between theory and practice. Curriculum development needs to be sensitive to the academic enterprise in its entirety. The sciences and the humanities, professional and liberal studies alike must be subjected to a new synthesis which is practical and humane. Such a synthesis should give heed to the following directives outlined by Conrad and Wyer:

1. Avoid trivialization due to the overemphasis of skills and behavioral outcomes.
2. Personalize education through broaching divisions between theory and practice, learner and teacher, and facts and values.
3. Integrate the vocational with liberal studies not through weakening the ideals of liberal education but by strengthening our conception of vocation.

4. Allow more room for diversity in curricular practice and offerings through continuing focus on the unique traditions and mission of individual colleges.

5. Ensure that liberal education provides a forum where real-life issues and values are discussed freely and passionately. In short, creating an atmosphere where academic freedom can have real meaning.

6. Shift the emphasis away from departmental and disciplinary structures at the undergraduate level, with more weight given to those ideals and theories that link personal development with intellectual growth. (Conrad and Wyer, p. 58)

Societal Attitudes Toward Higher Education

Societal attitudes toward higher education have changed considerably over a period of time. Society makes fewer demands on higher education than in previous years. According to John D. Millett, "...not since 1929 has our society asked or expected less from higher education" (Millett, p. 4). He describes several areas in which the relationship between society and higher education has been shifting. These areas are as follows:

1. Supply of educated talent. In previous years, higher education provided skilled talent to the professions, government, and private businesses. Because of overproduction in certain disciplines, many college graduates cannot find jobs relevant to their education. The role of simply producing college graduates is therefore diminishing.

2. Solution to energy problems and pollution problems. Higher education is not expected to solve these problems. This attitude is reflected by the lack of university research in these areas. Some contributions are being made in the search to solve these problems, but total dedication from higher education is not evident.

3. Solution to economic problems. Higher education has done little to solve economic problems faced by American society. Such problems as slow industrial growth, spiraling interest rates, eroded buying power, and high unemployment are not being resolved by higher education. Higher education is also unable to solve concomitant problems such as increasing crime and innercity decay.

4. Elimination of various types of discrimination. Universities and colleges were in the forefront of admitting members of minority groups into technical, professional, and managerial programs. The plan was to help such minorities as blacks, Spanish-Americans, Indians, and women in the quest of upward society mobility. Some individuals have managed to improve their lot, but on the whole no social revolution has taken place.

Innovations in Teaching

Innovation in teaching is relative to each institution; innovation at one college may be commonplace at another. In some institutions innovation may mean the introduction of a pass/fail option or a whole curriculum built solely around a list of Great Books as at St. John's College.

While it is difficult to objectively identify what is innovative and what is not, it can be said that innovation in teaching is being given an increasing amount of attention by educators. While there are successful examples of such pervasive innovation as St. John's College in Maryland, or Kresge College of the University of California at Santa Cruz where the primary method of instruction is through the encounter group, the predominant forms of teaching innovation are less pervasive and extreme.

Innovative teaching is prompted by the hope of improved teaching. Currently, the emphasis is on improving the instructors. There are two popular methods for improving teaching: faculty development programs and innovative instructional materials.

In 1978, over one-half of all institutions were doing something in the way of encouraging faculty development, though these efforts vary widely. Some institutions may bring in outside consultants, some collect and disseminate information from journals and other sources to faculty for their use. At still other institutions, faculty regularly offer non-credit courses to their colleagues. The most popular and successful method, however, is a faculty development center. Staffed by professionals, the center works with faculty to improve teaching through a variety of diagnostic and support services.

Innovative instructional materials are also receiving much attention and critical examination of the promises certain methods hold. While there are some innovations with a relatively long history, such as independent study, seminars, and discussions, there are other new ones being incorporated at an ever increasing rate, including personalized self-instruction (PSI), computer-assisted instruction, programmed learning, and television instruction. PSI holds particular promise. Basically, this is a system that allows students to study material, and be tested on it, at their own speed. Research results seem to indicate that PSI shows great promise as a very effective educational tool.

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ACADEMIC LIBRARY TRENDS AND PROJECTIONS

Academic librarianship is experiencing a period of transition which offers great potential, yet presents considerable uncertainty. The transition is brought about by the convergence of a number of forces that collectively are altering both what academic libraries provide in the way of resources and services, and the manner in which these are provided. Included in the forces are economic factors, technological developments, publishing practices, changes in teaching and learning methods, and developments in higher education.

In many respects the changes that are occurring are not new. What is new is the convergence of these changes, especially with regard to technology and economics. Micrographic technology, for example, was first introduced before the turn of the century and little substantial change has occurred since then. Within the last few years, however, libraries have begun to acquire very large quantities of material in microform. The primary reason for the change is economic--the costs of producing and storing microforms in relation to paper copy has declined extensively.

Shared cataloging is another example of one change being influenced by another development. Libraries have had access to shared cataloging capability since the Library of Congress began publishing its National Union Catalog in 1942. The program has been of considerable value to libraries, especially academic libraries, since its inception. In the late 1960s, however, the capability of the program was substantially increased through the provision of direct computerized access to the data. Libraries can now locate essential bibliographic data, order catalog cards, and produce a computer tape of holdings efficiently and quickly via computer terminal.

The recent growth in interlibrary loan activity is a third example of one change resulting from a convergence of several developments. In order to expand libraries' access to material, shortly after the turn of the century the American Library Association established procedures for libraries to borrow material from one another. The system worked quite well over the years but was used rather sparingly. Two years ago a library computer network (OCLC) introduced an electronic query and order mechanism which made it possible to reduce the time requirements for processing orders by as much as 50 percent. This development, coupled with the expanding publication rate and the enormous increases in the costs of library materials, has resulted in substantial increases in interlibrary loan activities.

A key question raised by these developments, however, is what the outcome will be in terms of future library services. While forecasts are always somewhat precarious, patterns appear to be emerging which offer an indication of direction. These are presented below as a list of predictions:

--Knowledge will continue to expand and result in continued growth of publishing.

--Periodicals, government reports, and technical reports will become increasingly important to academic libraries.

--Publications will continue to be issued in paper format, but there will be a considerable shift to microforms and electronic storage (e.g., the U.S. government is converting increasing numbers of its publications to microform.)

- --Library material costs will continue to increase at a rate faster than most other costs.

- --Funding for library materials will continue to be tight, especially as the federal government reduces its support in this area.

- --Technological developments will continue to offer increased opportunities to improve services.

- --Costs of converting to new technology will continue to be high, but over the long run the new technology will cost less to operate than the old technology.

- --New technology currently available or very nearly available includes:

    - --Electronic shared cataloging
    - --Online interlibrary loan request
    - --Online periodical check-in and listing
    - --Online bibliographic searching
    - --Online library catalogs
    - --Automated circulation systems
    - --Automated book and periodical ordering

- --Library cooperation and resource sharing through network arrangements facilitated by automated processes will become an increasingly important means of expanding access to materials and services at cost savings.

While each of these developments seems relatively certain, the changes will produce other effects which are far less clear. A major concern to most academic librarians is what impact these developments will have upon traditional library resources and services. No one is certain as to the ultimate outcome, but most librarians would agree that traditional books will continue to be important to the humanities and social science disciplines. Technical reports, most likely stored in microform or electronic form, will become more important to the sciences and to many social sciences. These disciplines, therefore, will require electronic access. All disciplines will benefit from the new technology. New forms of storing and transmitting recorded knowledge will vastly improve access to knowledge and information. It will be possible to identify and acquire more material more quickly.

Another significant concern is the rate at which changes will occur. Again, it is impossible to predict with much accuracy. However, the convergence discussed earlier seems to have an accelerating effect. It is likely that in five years libraries will not be vastly different from now. In ten years, however, many libraries will be quite different. Paperless libraries, for example, will not be uncommon. It is anticipated, however, that Clifford Library, along with most academic libraries, will continue to rely largely on printed materials. Within fifteen years changes should begin to stabilize and a more permanent pattern established.

THE UNIVERSITY OF EVANSVILLE

The University of Evansville is an independent, coeducational, Methodist-affiliated institution located on a 75-acre campus in a residential area of Evansville, Indiana. It traces its history back to 1854 and the founding of Moores Hill Male and Female Collegiate Institute. When fire destroyed the main building, the institution was moved to Evansville and, by act of the Indiana General Assembly, renamed Evansville College. The College reached a watershed in 1931 when it was acknowledged as a fully-accredited institution by the North Central Association of Colleges and Secondary Schools. After a period of sustained growth, the College became the University of Evansville in 1967.

The University consists of: three colleges--Arts and Sciences, Fine Arts, and Alternative Programs; and five schools--Business Administration, Education, Engineering and Applied Science, Nursing and Health Sciences, and Graduate Studies. In addition, the University's Harlaxton Campus in Grantham, England provides students with the opportunity to live and learn in another culture. Harlaxton offers a variety of fully-accredited courses for approximately 160 students each semester.

Traditionally, the University has sought "to give students a broad, deep understanding of civilization and culture, to aid them in adjusting to life and society, to enrich their personalities, to enable them to think and act intelligently and to aid them in choosing and preparing for their life-work" (Undergraduate Bulletin, 1980-82). In its recently formulated Institutional Plan the mission of the University is described as follows: "The University of Evansville will serve students seeking higher education both in the fields of liberal arts and science and in selected professions.... The University, in addition to the preparation of men and women for employment within the economic systems of the world, is equally dedicated to the learning which men and women must have to enhance the social, spiritual, and aesthetic qualities of their lives and of the world in which they live. Therefore, the University will integrate both the liberal and professional learning experience for its students."

Major Programs and Priorities

Instructional Program

The undergraduate and graduate programs at the University of Evansville are offered through the three colleges and five schools identified above. The majors available from each college and school are depicted on the attached excerpt from the college catalog (see Figure 1).

Several special programs leading to both the associate and baccalaureate degrees are available through the College of Alternative Programs. These programs are also noted on Figure 1.

Research Programs

Two major research programs are sponsored directly by the University:

1. Alumni Research and Scholarly Activity Fellowships (ARSAF). This program is funded entirely by gifts from alumni. According to

FIGURE 1

ACADEMIC OFFERINGS

Three colleges and five schools make up the areas of undergraduate and graduate education. Associate (designated as 2-year), bachelor, and master degrees are available as follows:

ARTS AND SCIENCES

- *Athletic Training
- Biology (2- and 4-year)
- Chemistry (2- and 4-year)
  - Business Administration
  - Environmental Science
- Communications (2- and 4-year)
  - Advertising
  - General communications
  - Interpersonal
  - Journalism
  - Radio-TV-Film
  - Speech
- Criminal Justice (2- and 4-year)
- Economics (2- and 4-year)
- *Emergency Medical Care
- English (2- and 4-year)
  - Composition
  - Literature
- Environmental Administration
- Health and Physical Education
- History (2- and 4-year)
- International Studies
- Mathematics (2- and 4-year)
- Medical Technology
- Modern Languages (2- and 4-year)
  - French
  - German
  - Spanish
- Philosophy (2- and 4-year)
- Physics (2- and 4-year)
- Political Science (2- and 4-year)
- Public Administration (2- and 4-year)
- Pre-Professional
- *Pre-Dentistry
- *Pre-Law
- Pre-Medicine
- *Pre-Optometry
- *Pre-Pharmacy (2 year)
- *Pre-Physical Therapy
- Pre-Theology
- *Pre-Veterinary Science
- Psychobiology
- Psychology (2- and 4-year)
  - Child Development
  - Mental Health
  - Religion (2- and 4-year)
  - Sociology (2- and 4-year)
  - Social Work
  - Urban Affairs (2- and 4-year)

BUSINESS ADMINISTRATION

- Accounting (2- and 4-year)
  - Administrative Accounting
  - CPA Accounting
- Economics
- Finance
- Individualized Major
- International Business
- Management
  - Personnel
  - Operations
- Marketing
- Office Administration (2- and 4-year)

EDUCATION

- Early Childhood (2- and 4-year)
- Kindergarten-Primary
- Elementary Education
- **Secondary Education
- Special Education (2 year)
- Clinical Special Education (4 year)
- Special Education Endorsements
  - Educable/Trainable Mentally Retarded
  - Severely/Profoundly Retarded
  - Learning Disabled
  - Emotionally disturbed
- *Vocational Business Education
- *Junior High/Middle School
- *School Nurse
- *Coaching
- *Driver and Traffic Safety

ENGINEERING

- Civil Engineering
- Computer Engineering
- Computing Science (2- and 4-year)
- Electrical Engineering
- Engineering Management
- Industrial Engineering
- Mechanical Engineering
  - Co-op option
  - available in all 4 year programs

FINE ARTS

- Art (2- and 4-year)
- Art Therapy
- Drama
- Music (2- and 4-year)
- Music Management
- Music Therapy

SCHOOL OF NURSING

- Nursing (2- and 4-year)
- *Gerontology
- Physical Therapy (4 years)
- Physical Therapist
  - Assistant (2-year)
- Radiologic Technology (2-year)

GRADUATE PROGRAMS

- Master of Arts
  - Art
  - Elementary Education
  - Secondary Education
  - Humanities
  - Continuing Studies
- Master of Business Administration
- Master of Music
- Master of Science in Engineering
- Master of Science in Nursing
- Master of Science in Psychology
- *Education endorsements
- School Counselor Certification
- Reading Endorsement
- Reading Specialist Certification
- School Administration
- School Psychology

ALTERNATIVE PROGRAMS

- Liberal Studies
- External Studies
- Legal Assistance (2-year)
- Legal Administration
- Real Estate and Appraising (2 year)

***Special Non-degree Programs**
****See School of Education section for majors and minors**

the University Faculty Manual, the fellowships are designed "...to encourage diversity and creativity in faculty research and scholarly activity. Therefore, no limitations are placed upon subject matter or areas of interest that may be considered."

2. University Arts, Research, and Teaching Grants. Funds for projects are available from the University through the office of the Vice President for Academic Affairs. The Faculty Manual states that "Support may be requested for any investigation which seeks to uncover new knowledge; develops new techniques and procedures; produces original works of art; brings together established facts and theories in such a way as to give them new relevance and significance; and/or serves the community by providing data, viewpoints, or perspectives useful in planning and improvement." Faculty members are also encouraged to apply for externally-funded research projects. These grants are available from a variety of sources. Information regarding these grants is disseminated by both the Vice President for Academic Affairs and deans of the schools and colleges.

Community Service Programs

A wide variety of non-credit programs are offered through the College of Alternative Programs. The programs are offered in conjunction with other academic units including the College of Arts and Sciences, School of Nursing and Health Sciences, School of Education, School of Business Administration, College of Fine Arts, and the Gerontology Center. The following excerpt from the Undergraduate Bulletin provides a concise description of the program: "Non-credit experiences planned to enhance the concept of lifelong learning are available to provide individuals with channels for personal growth or enrichment, professional knowledge and skill updating, and learning for just plain fun."

Goals and Objectives

The goals and objectives of the University are clearly presented in the Statement of Mission. The six missions contained in the Five Year Plan approved by the Board of Trustees are:

Mission I: The University of Evansville will serve students seeking higher education both in the fields of liberal arts and science and in selected professions. Its educational efforts will be directed to the highest academic quality of which its faculty and students are capable.

Mission II: The University of Evansville will be value-oriented in all its educational endeavors.

Mission III: The University of Evansville will be world-minded, recognizing the unalterable fact that we live in a world of rapidly increasing intimacy and impingement.

Mission IV: The University of Evansville views education as a lifelong process and asserts its intention to be involved in learning experiences for people of all ages as well as without regard for race, sex, or nationality.

Mission V: As an independent institution of intermediate size, the University of Evansville will strive for measurable distinctiveness among the colleges and universities of the Midwest and beyond.

Mission VI: The University of Evansville will share its educational and cultural resources with communities beyond the boundaries of its campuses and will also utilize these communities as learning laboratories for its students.

Profile of Faculty

The University of Evansville has a total full-time faculty of 203. The Fall 1980 quarter was further supplemented by 95 part-time faculty (Source: Academic Affairs Office). Administratively, part-time faculty are under the College of Alternative Programs. Part-time faculty are primarily local people who have expertise in a needed subject area. Some of them are depended upon regularly to teach classes.

Of the regular, full-time faculty, 161 (79%) have either the Ph.D. or a terminal degree in their field. (Source: Academic Affairs Office). Within the University, the College of Arts and Sciences has the highest number of full-time faculty with 86 (39%); the School of Nursing and Health Sciences is second with 44 (22%). (Source: School of Nursing and Health Sciences.)

Student Profile

As illustrated in Figure 2, during the Fall 1980 quarter there were 7,212 students enrolled at the University of Evansville. Of these 5,180 (72%) were attending credit courses and 2,032 (28%) registered for non-credit. The credit courses included 3,178 (61%) full-time students and 2,002 (39%) part-time. This amounted to a full-time equivalent of 3,845 of which 210 were graduate students. An estimated 5,712 (79%) of the 7,212 students commute, while 1,500 live in campus housing or fraternity houses. (Source: Report to the Board of Trustees, February 26, 1980, Registrar and Housing).

Forty-nine percent of the 1980/81 freshman class graduated in the top fifth of their high school class. This figure has remained relatively stable over the past few years. The mean SAT scores of the current class are Verbal 451 and Math 491, yielding a total SAT score of 942. By comparison, the 1976/77 freshman class had a total SAT score of 938. While not a substantial increase, the figure is more significant when it is realized that the national average dropped to Verbal 424, Math 466. (Source: Admissions Office, memo of 10/27/80).

Figure 2
Enrollment Data
Fall Quarter

	1978	1979	1980
Credit Full-time Undergraduate			
Day	2,684	2,714	2,900
Harlaxton	164	160	168
Evening	97	93	80
Total Full-Time Undergraduate	2,945	2,967	3,148
Total Full-Time Graduate	40	26	30
Total Full-Time	2,985	2,993	3,178
Part-time			
Undergraduate	1,261	1,394	1,462
Graduate	571	511	540
Total Part-time	1,832	2,905	2,002
Total Credit	4,817	4,898	5,180
Full-Time Equivalent	3,596	3,961	3,845
Total Non-Credit	1,737	1,715	2,032
Total Enrollment	6,554	6,613	7,212

Source: Registrar's Report to Board
Fall, 1980

Figure 3 reports the number of students enrolled by college and school. From 1978 to 1980 overall enrollment increased in four areas: Arts and Sciences, Business, College of Alternative Programs, and Engineering. Three areas experienced a decline in overall enrollment: Education, Fine Arts, and Nursing. The largest overall enrollment increases were in the College of Alternative Programs which grew from 316 to 547 for a 73.10% increase, Engineering which increased 45.01% from 491 to 712, and Business which expanded from 761 to 846 for an 11.17% increase.

The greatest overall decline was recorded in Education which dropped from 682 to 534 for a 21.70% decrease. Fine Arts and Nursing recorded small overall declines, but each experienced substantial increases in graduate enrollment. Historically, Education has had the largest graduate enrollment, but in 1980 it was surpassed by Business. Education enrolled 138 graduates in 1980, while Business had 168.

Administration and Policy Formulation

The University of Evansville is controlled by a Board of thirty-five trustees, nine of whom are selected by the United Methodist Church. In addition, three members are elected by the Alumni Association, one member is selected by each of the three most recent graduating classes for a three-year term, and the remaining eighteen at-large members are elected by the Board. The President of the University and the presiding Bishop of the Indiana area of the United Methodist Church are ex-officio members. The President is the chief executive office and is responsible for the general management of the University. Five vice presidents report directly to the President as follows: Vice President for Academic Affairs, the chief academic officer; Vice President for Administration,

FIGURE 3

ENROLLMENT HEADCOUNT BY SCHOOL & COLLEGE

FALL QUARTER

	1977/1978			1978/1979			1979/1980			CHANGES FROM '78-'80	
	UNG	GRAD	TOTAL	UNG	GRAD	TOTAL	UNG	GRAD	TOTAL	OVERALL	GRADUATE
ARTS & SCIENCES	876	71	947	914	62	976	959	61	1020	+7.7%	-14.1%
BUSINESS	619	142	761	640	153	793	678	168	846	+11.2%	+18.3%
CAP	316		316	469		469	547		547	+73.1%	
EDUCATION	459	223	682	403	170	573	396	138	534	-21.7%	-38.1%
ENGINEERING	482	9	491	529	11	540	704	8	712	+45.0%	-12.0%
FINE ARTS	300	2	302	258	12	270	260	12	272	-10.0%	+500%
NURSING & HEALTH	645	56	701	607	64	671	595	85	680	-3.0%	+51.8%
UNCLASSIFIED SPECIAL, POST MASTERS, ETC.	180	108	288	178	65	143	122	98	220	-23.6%	-9.3%
TOTAL	3877	611	4488	3998	537	4535	4261	570	4831	+7.6%	-6.7%

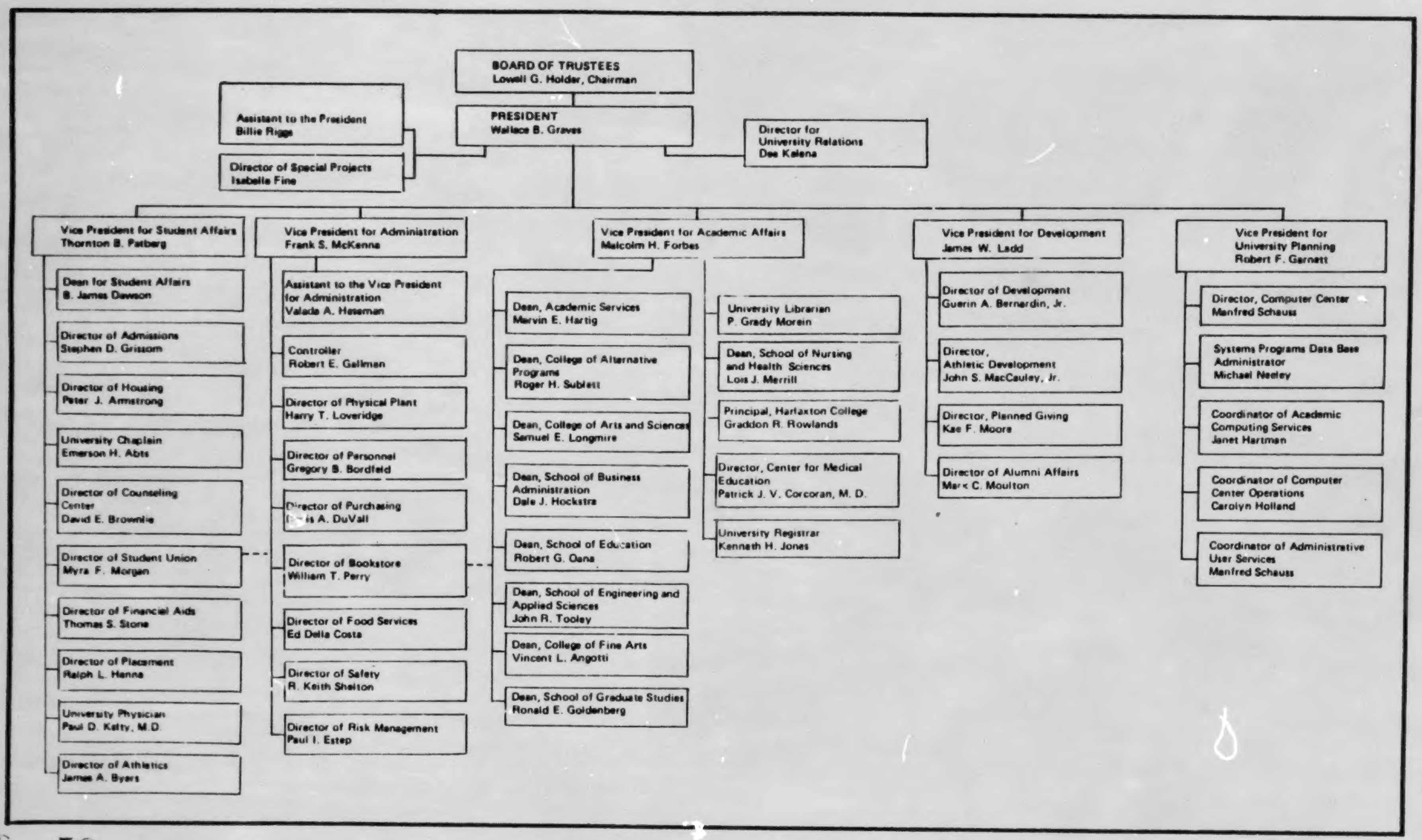
SOURCE: PLANNING OFFICE.
ENROLLMENT HISTORY & PROJECTION
(DOES NOT INCLUDE DEACONESS NURSES,
AMERICAN INSTITUTE OF BANKING)

responsible for business functions including budget control; Vice President for Development, involved with alumni affairs and fund raising; Vice President for Student Affairs, responsible for student personnel services; and Vice President for Institutional Planning, a recently-created office charged with overseeing current and long-term planning. The administrative chart appears in Figure 4.

In addition to the formal administrative structure, there is an informal Council of the Deans which serves as a forum and advisory group for the Vice President for Academic Affairs. The Dean of each of the eight academic units along with the Registrar, the University Librarian and the Dean for Academic Services comprise this group.

Beginning in 1978, the University has undertaken a process of institution-wide planning in order to prepare for the problems and opportunities of the eighties in higher education. All units within the University have been involved. It is assumed that the institutional budget will reflect the outcome of the planning activities. One of the objectives has been to develop a more effective management information system since this will be crucial to the decision-making and planning processes. The planning cycle as now conceived covers a five-year period. Very detailed plans are developed for the year immediately ahead. Less detailed planning is done for the next two-year period. Lastly, projections are created for the final two years. As each year passes, the planning processes advance accordingly. Each planning year involves a twelve-month period beginning in September and ending in the following August. It is envisioned by the planning office that a second five-year plan will be developed in the 1984-85 academic year. This type of planning begins at the department level. Final decisions, however, rest with the President and Board of Trustees.

FIGURE 4
ADMINISTRATIVE ORGANIZATION
1981-82


BOARD OF TRUSTEES
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Assistant to the President
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Director of Special Projects
Isabelle Fine
Director for
University Relations
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University Chaplain
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Director of Counseling
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James A. Byars
Vice President for Administration
Frank S. McKenna
Assistant to the Vice President
for Administration
Valada A. Heseman
Controller
Robert E. Gallman
Director of Physical Plant
Harry T. Loveridge
Director of Personnel
Gregory B. Bordfeld
Director of Purchasing
[illegible] A. DuVall
Director of Bookstore
William T. Perry
Director of Food Services
Ed Della Costa
Director of Safety
R. Keith Shelton
Director of Risk Management
Paul I. Estep
Vice President for Academic Affairs
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Dean, Academic Services
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Dean, College of Alternative
Programs
Roger H. Sublett
Dean, College of Arts and Sciences
Samuel E. Longmire
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Administration
Dale J. Hockstra
Dean, School of Education
Robert G. Oana
Dean, School of Engineering and
Applied Sciences
John R. Tooley
Dean, College of Fine Arts
Vincent L. Angotti
Dean, School of Graduate Studies
Ronald E. Goldenberg
University Librarian
P. Grady Morein
Dean, School of Nursing
and Health Sciences
Lois J. Merrill
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Director, Center for Medical
Education
Patrick J. V. Corcoran, M. D.
University Registrar
Kenneth H. Jones
Vice President for Development
James W. Ladd
Director of Development
Guerin A. Bernardin, Jr.
Director,
Athletic Development
John S. MacCauley, Jr.
Director, Planned Giving
Kae F. Moore
Director of Alumni Affairs
Mark C. Moulton
Vice President for
University Planning
Robert F. Garnett
Director, Computer Center
Manfred Schauss
Systems Programs Data Base
Administrator
Michael Neeley
Coordinator of Academic
Computing Services
Janet Hartman
Coordinator of Computer
Center Operations
Carolyn Holland
Coordinator of Administrative
User Services
Manfred Schauss

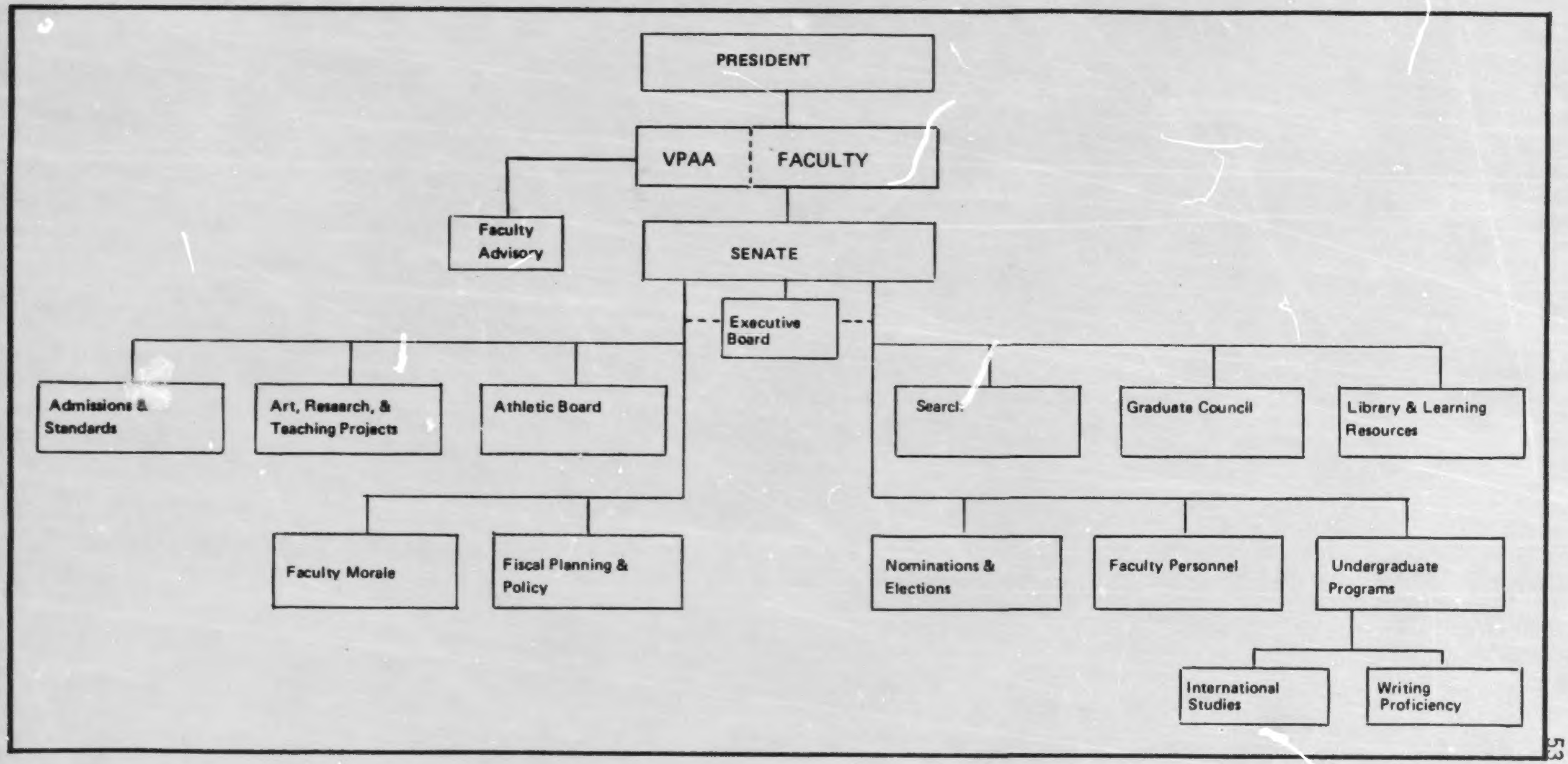
Faculty participate with the President in determining educational policy especially with regard to degree requirements and academic standards. There are both elected and standing committees, most of which are overseen by a University Senate. The Library and Learning Resources Committee is an elected committee of the faculty. Its functions are to advise and recommend policy concerning library operations and allocation of funds, and to promote the development and use of the library. Its membership of 14 persons consists of one faculty member elected by each school and college and one elected at large, the University Librarian, two librarians and two students. An organizational chart of the faculty appears in Figure 5.

Summary and Conclusions

The University of Evansville is a unique institution, similar to many of the smaller midwestern liberal arts colleges, yet different in that it offers several professional programs in addition to its liberal arts curriculum. Furthermore, the University has a large evening program offering numerous graduate courses as well as an extensive number of undergraduate classes. In recent years, the University has begun focusing on lifelong learning needs of the community and has developed a substantial number of nontraditional and non-credit courses. In all programs a commitment to quality will receive renewed emphasis.

The University of Evansville serves primarily a three-state community composed of southwest Indiana, southeast Illinois, and northwest Kentucky in which the city of Evansville stands as the major urban and industrial center. Thus, the University attracts a diversified faculty and student body and serves a wide range of interests and needs.

FIGURE 5
FACULTY ORGANIZATION
1981-82


PRESIDENT
VPAA
FACULTY
Faculty Advisory
SENATE
Executive Board
Admissions & Standards
Art, Research, & Teaching Projects
Athletic Board
Search
Graduate Council
Library & Learning Resources
Faculty Morale
Fiscal Planning & Policy
Nominations & Elections
Faculty Personnel
Undergraduate Programs
International Studies
Writing Proficiency

CLIFFORD LIBRARY AND LEARNING RESOURCES

At the University of Evansville, the library unit is called Library and Learning Resources and encompasses Clifford Memorial Library, the Center for Instructional Services, University Archives, and the University Press. This organization implies a broad mission and identity for the unit.

The Library and Learning Resources' mission reflects the mission of the University as a whole. That mission includes providing high quality value-oriented educational programs in the liberal arts and sciences and in selected professions. The University also stresses world-mindedness and serves the nontraditional as well as the traditional student by providing distinctive educational opportunities and experiences which reach beyond the campus.

Within this context the library unit seeks to achieve the following objectives:

1. To make available to the University community a collection of books, periodicals, and non-print materials which is as extensive and relevant to curricular offerings and research needs as possible;
2. To instruct and assist patrons in locating and using materials;
3. To manage these resources and services efficiently and effectively so as to provide the greatest benefit to the University.

Historical Perspective

A review of the history of the library unit during the past decade reflects the unit's struggle for a more clearly defined identity and role in the institution. Certain periods are described to set the stage for the data which follows.

In the early 1970s the library's approach to service was essentially traditional. The primary orientation was toward providing books and periodicals for students and faculty. This was typical library practice at the time. Materials, primarily print, were available as needed for instruction or research. Librarians were also available to answer reference questions or to assist in locating materials if required. However, little effort was made to develop new services, and the library posture was essentially passive.

In 1974, the library got a new director and with that, a new identity and a new role. Under Dr. Dwight Burlingame, the library philosophy and thus its operating style changed significantly. The name of the library administrative unit was changed to Library and Learning Resources; and as indicated by the unit name, the services became broader. The Center for Instructional Services became a part of the overall library unit. Energy and money were channeled into making the library more inviting and usable. A remodeling project was initiated both to increase the amount of usable space and to improve the appearance of the library. Since no additional square footage was added to the building, the space problem was only temporarily resolved but the attractiveness of the library was greatly improved.

During this period the quality and variety of services provided by the library unit were also increased. New professional staff were recruited, a library instruction program was begun, and hours or service were extended. The overall attitude of the students and faculty toward the library improved during this period. The enhancement of services and facilities seemed to awaken the students and faculty to the potential of the library unit and even seemed to magnify the need for further improvement.

In 1978, the library administrator changed and this resulted in another shift in focus. Primary emphasis was placed on the Center for Instructional Services (CIS) and the University Press. Equipment and services in CIS were upgraded and expanded. The next year a new CIS director was hired and improvements continued.

In mid-1979 the directorship of the Library and Learning Resources unit again became vacant. For approximately fifteen months the unit functioned under an acting director. Also during this period, turnovers occurred in three full-time librarian positions. While the very nature of an interim administration tends to slow operational momentum, this transition period seemed to help the University community recognize a number of serious needs of the library. Attention was called to the approaching critical shortage of space as well as to the declining purchasing power of the library's materials budget. As this period came to a close and preparations were completed for the new director to assume the position, it appeared that University sentiment crystalized in a renewed commitment to address forthrightly the needs of the library, especially the space and material funding limitations.

While the entire library and learning resources unit is composed of the Library, the Center for Instructional Services, the University Archives, and the University Press, each of these units serves specific functions and has explicit resource requirements. The resources, services, and needs of each unit, therefore, are described individually in the following sections, while recognizing that services and programs are very much interrelated and to a large degree interdependent.

LIBRARY COLLECTIONS

The library is committed to a total learning resource concept which acknowledges the increasing variety of forms in which information is stored and disseminated. Within this framework all types of material are acquired and available. For operational and administrative purposes, however, materials are not all handled in one location. Musical recordings, for example, are housed in the Fine Arts building and films and video recordings are administered by the Center for Instructional Services. Within the library are books, periodicals, documents in microform, slides and other audiovisual materials, Archives and University Press publications.

The Situation

A search for detailed data on acquisitions and holdings during the 1970s resulted in limited information. The most authoritative records for this period appear to be the HEGIS reports. Examination of the HEGIS reports, however, suggests that microforms, especially ERIC holdings, are underrepresented in the figures. Consequently, the library staff conducted sample counts of each major type of material and constructed a chart which can be used to secure a better sense of holdings and can serve as a means for collecting data on an annual basis. This chart is reported as Figure 6. All figures are estimates which may require some revision at a later time.

FIGURE 6
LIBRARY HOLDINGS

	**1974/75	**1976/77	**1978/79	*1979/80	
Book Volumes	167,000	179,072	195,578	169,829	149,829
Periodical Volumes (permanent/temporary bound)					20,000
Library of English Literature Monographs (microfiche)	34,600	59,335	59,699	104,828	7,412
Library of American Civilization Monographs (microfiche)					11,301
ERIC Documents on microfiche					86,000
Government Documents on microfiche					115
Library of American Civilization Periodical (microfiche) Volumes	5,000	5,910	6,387	12,063	1,173
Periodicals on microfiche (volumes)					872
Periodicals on microfilm (reels/volumes)					9,870
Denkmaeler (music scores) and miscellaneous in microform	500	508	16,087	148	148
Audiovisuals (tapes, films, filmstrips, slides, etc.)	3,688	719	1,194	1,408	1,408
Musical Records				2,919	2,919
TOTALS	207,100	244,825	278,945	291,195	

*Estimates based on sample counts
**Source: HEGIS Reports (estimates)

As illustrated in Figure 6, at the end of academic year 1979/80 the library collection totaled 291,195 items. This includes 169,829 bound books and periodicals; 104,828 documents in microform; 12,063 periodical volumes in microform; 148 miscellaneous microforms; 1,408 audiovisual items; and 2,919 musical records. The microform collection includes a complete ERIC file since 1975, the Library of American Civilization (LAC) and the Library of English Literature (LEL). Furthermore, it should be noted that while the LAC and LEL collections raise the volume count, many experts and accrediting evaluators do not give additional credit for these collections but rather consider a library lacking them as deficient.

Data regarding periodical holdings are also limited. The library currently subscribes to approximately 1,410 periodical titles and this number has been essentially constant for the past three years. Twelve new subscriptions were initiated in 1980/81 and several the previous year. However, these were not additions since a number of subscriptions were dropped in order to remain within available funding levels. The library has been operating under a guideline which holds that new subscriptions can be initiated only if items of equal cost are cancelled. A major problem with this guideline is that the library has not been able to adequately increase its holdings, especially in many of the newer developing areas such as computing science.

In addition to current periodical titles, the library subscribes to a number of continuation items such as annual and irregular serial publications. Furthermore, the library holds back files of periodicals for an estimated 600 titles for which there is no current subscription. These are titles which have been dropped because they are no longer considered relevant, or because the faculty member who originally requested the title has left the university, or because the title has increased so much in cost that it was considered too expensive to continue. There are also indications that some subscriptions have lapsed because of deficient records and limited staff to maintain and oversee this complex library function. Current records provide limited data on subscription activity, holdings, and usage. The library, however, is in the process of reviewing all serials records and reorganizing the information files on current titles as well as back files. In addition, serials data is being entered into the OCLC computer data base with the expectation that within the not-too-distant future recordkeeping can be maintained via computer. The major obstacle to all improvement projects in this area is the lack of a periodicals librarian.

While books, periodicals, and other documents are the major material resources of the library, musical recordings, filmstrips, slides and other audiovisual materials are becoming increasingly important. In 1979/80 the library held 1,408 audiovisual materials and 2,919 musical records. The musical records are housed in the music library located in Krannert Hall.

It should be noted that books and other materials are collected and disseminated in two other campus facilities. The School of Education maintains a curriculum center and a reading center. Materials appropriate to these two purposes are available in these facilities. In addition, the School of Nursing and Health Sciences operates a learning laboratory which includes a number of videotapes as well as other audiovisual materials and a small collection of books and journals.

Collection Needs

The library's collection of books, periodicals and other materials must be of adequate size and quality to be effective. While it is not possible to measure the quality of a collection precisely, several factors are essential to a good collection. These include: size, currency, comprehensiveness, the extent to which the collection supports the university's curriculum, and the extent to which the collection meets the needs and expectations of its users.

The study team asked a task force composed of 11 faculty members, three librarians and two students to review ten subject areas of the collection in-depth. The ten areas were selected both to provide basic data relative to a specific area and to provide data which would allow the study team to draw conclusions about the status of the entire collection. The ten areas were Business, Drama, Education, Engineering, English, Mathematics, Nursing, Physics, Political Science, and Psychology. Efforts were made to assess both books and periodicals.

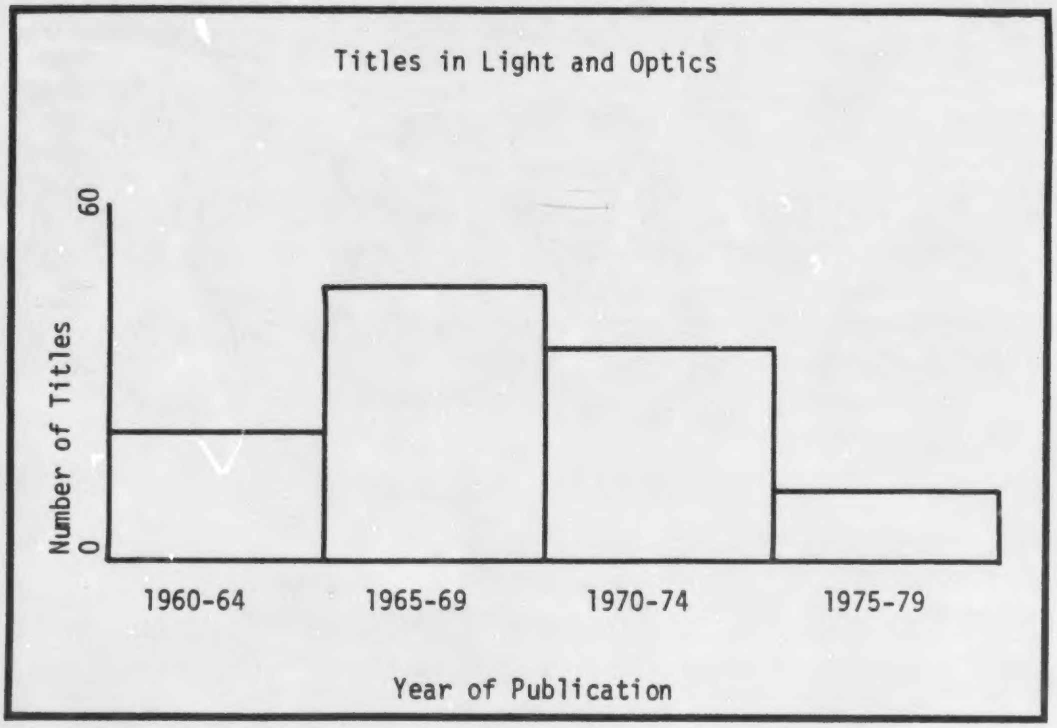
Two methods were followed in evaluating the book collection. First, each faculty member was asked to rate his or her specific area in terms of the criteria mentioned above; namely, size, currency, scope, comprehensiveness, and overall quality. Rating forms and guidelines were provided to encourage consistency in the assessments. The forms also requested explanations for the ratings and supporting examples. A second approach used in the analysis was a comparison of the Clifford Library collection against standard bibliographies in order to determine the extent to which Clifford owns recommended works. It was not possible to check all ten areas because appropriate bibliographies were not available in each case.

Throughout the analysis, special emphasis was placed on the need for direct "hands-on" examination of the collection. Faculty task force members were also encouraged to solicit assistance from other members of their department. Librarian and student members of the study group functioned primarily as resource persons.

The analysis resulted in several outcomes. First, each of the specific assessments produced a much clearer view of the overall status of book holdings in these areas. Second, the reviews did, in fact, enable the study team to draw significant conclusions regarding the general collection. Third, the experience served as a test case for conducting a more comprehensive assessment at a future date.

Considering the overall collection first, the analysis revealed both strengths and weaknesses. A significant strength is the basic quality of the collection. Most reports indicated that the material in the collection is of high quality. In addition, most reports point out that the collection has a good representation of the classics. The English report, for example, states that "works of major authors and schools of thought are represented satisfactorily." A similar point is made in the physics report: "Most of the books are ones which would be found in any good university library." The reports also indicate that, overall, the collection is strong in terms of size. According to the rating formula accompanying the standards of the Association of College and Research Libraries, the size would rate a rank of "B." Further review, however, did reveal a rather high number of multiple copies as well as a disconcerting shortage of more current material.

The most frequently mentioned criticism in the reports was the insufficiency of current holdings. Most of the analyses showed a pattern of decline beginning in the early 1970s. To illustrate this point, the physics task force developed a graph indicating the number of items in the areas of light and optics in the collection by five-year periods. This graph is presented here because it demonstrates so clearly what seems to be the case in many areas.



The decline in number of current works was also stressed in the narrative section of many of the reports.

--Physics: "Overall, the collection is not too bad but is losing ground. On quantum mechanics nearly 45 percent of the books were printed from 1960-1969 and only 5 percent since 1974. Only 3 percent of the books in heat and thermodynamics were published since 1974."

--Education: "There are virtually no books past 1978 except on reading and middle schools; most of the books were published in the 1960s and early 1970s, tapering off about 1976 down to nothing by 1978."

--Drama: "Dramatic literature is fairly well represented in all periods with the exception of the contemporary drama of western nations."

--Nursing: "The nursing collection as a whole is dated as perceived by the faculty."

--Business: "Most books are either old editions of current books or just plain old books. Very little of the collection is current."

Several factors contribute to the overall as well as the specific datedness of the collection. A principal element has been inflation. Over the past four years, library materials costs have increased more than 15 percent per year. However, as illustrated in the chart below, since 1976/77 library expenditures for books and journals have followed a boom and burst pattern, first rising appreciably and then falling significantly. With these every-other-year increases, the library's expenditures have increased an average of 9.25 percent annually since 1977/78, far behind the greater than 15 percent annual inflation rate.

Library Material Expenditures

	1976/77	1977/78	1978/79	1979/80	1980/81
Expenditures	$111,500	$131,100	$128,100	$154,100	$152,500
Change from previous year		+17.5%	-2.2%	+20.2%	-1.0%

Insufficient funding has had a predictable effect on the number of volumes the library has added to the collection. According to records from the acquisitions department, the library acquired 9,381 bound volumes in 1978/79; 7,948 in 1979/80; and 5,137 in 1980/81. Clearly, the library is losing ground since in 1980/81 it acquired just 55 percent of the number of items acquired in 1978/79.

Another major cause of the gaps in various areas is the fact that curriculum additions have been made without providing additional library funding. In physics, for example, a new emphasis was placed upon solid state physics in the early seventies. The department recognized a need to build the library collection in this area and spent most of its book funds doing so. Consequently, "about 50 percent of the books in solid state were published between 1970 to 1979" (Physics Report). The report then points out that other areas of physics were severely neglected as a result.

This situation demonstrates another frequently mentioned conclusion of the individual reports--unevenness. The problem appears to be that while some areas are adequate, others show a variety of deficiencies including lack of basic items, insufficient size, and limited quality as well as datedness. Many of these problems are interrelated. The nursing report, for example, notes good coverage in the following areas: basic medical-surgical and pediatric nursing, nutrition, the basic sciences, allied health/clinical education, and speech therapy. Deficiencies, however, are noted in: current developments in the profession, sports medicine, burn management, and physical therapy.

Other problems with the collection were demonstrated by the political science analysis. In a specific effort to determine the adequacy of holdings for a single course, the Political Science Department checked basic bibliographies and ordered titles not held. One-third of the books ordered were already out-of-print. Furthermore, while 15 percent of the annual budget was spent for this course, it was still not possible to obtain all of the titles one would expect to find on the shelves of an outstanding undergraduate library. In general, political science notes that out-of-print material includes many classics as well as minor works. One faculty member reports being impressed at finding unexpected titles here and then being astonished at what is not here; his experience is that the public library often contains titles not available in the Clifford Library collection.

While the procedures employed in assessing the periodicals collection did not yield sufficient data to draw firm conclusions as to the size or quality of this significant resource, the general opinion of the task force was that the collection is not of sufficient size to adequately support a university of this size and character. Furthermore, several analysts specifically stated that the collection in their area was inadequate.

One indication of the status of periodical holdings is provided by an analysis conducted by the 1980 Ad Hoc Committee on Long Range Planning for the Library. As part of its review, this committee determined the percentage of journals held by the library in selected major indexes. As noted in Figure 7, the lowest coverage was eight percent (Music Index), the highest was 71 percent (General Science Index) and the average percentage of holdings for all indexes was 29 percent. According to general library standards, a subscription rate of 70 percent is desirable for a reasonable effort/success user experience.

The low percentage of journals held by Clifford Library results in frustration for the user as relevant material is identified but not available in the library. This frustration is supported by the fact that the most frequent complaint heard by librarians about the collection from both faculty and students is the inadequacy of the journal collection. This is also evidenced in the survey results in which the importance of the journal collection is highly rated by all respondents while success in obtaining journals is rated very low. One of the most frequent comments on the survey related to the need for a better collection of journals.

Another difficulty with the journal collection is the frequent occurrence of gaps in coverage. In its attempt to keep the journal collection as relevant to the curriculum as possible and add needed subscriptions, the library has been able to add journals only by cancelling others and using those funds to purchase the new titles. As a result, the collection as a whole has acquired many gaps when a

FIGURE 7
INDEXED PERIODICALS

Date of issue checked	Index	No. of Journals Indexed	No. of Journals Subscribed to	Percent Subscribed to	Total UE and other area health libraries (excl. Mead Johnson)	
					# of Journals	% of Journals
8/79	Reader's Guide	180	107	59%		
9/79	Education Index	325	168	52%		
9/79	Business Periodicals Index	277	111	40%		
9/79	Social Sciences Index	265	166	63%		
9/79	Humanities Index	251	171	68%		
Je 78-May 79 Annual	General Science Index	90	64	71%		
Jan-Je 79	Psychological Abstracts	1,070	181	17%		
1979-80	Biological & Agricultural Index	201	54	27%		
V. 14 #3(1979)	International Nursing Index	158	28	18%	54	34%
Sept/Oct 1979	Cumulated Index to Nursing and Allied Health	284	53	19%	125	44%
Jan 1979	Art Index	253	25	10%		
Nov 1978	Music Index	386	31	8%		
		3,740	1,159	31%		

These are a number of the indexes most frequently used. In nursing and allied health fields, our own holdings are enhanced by the holdings of the Evansville Area Health Science Library Consortium of which we are a member. Reader's Guide has been excluded from the totals since this is an index to popular, rather than, more scholarly journals.

periodical was stopped for a time and then started again when funds became available. This pattern of broken runs adds to the difficulty and frustration of using the collection.

The results of the task force's analysis indicate a good basic collection of generally high quality books that adequately covers a variety of subject areas. The most significant weakness of the book collection is its datedness. The lack of current material is a serious matter which becomes harder to correct as time goes on. Important material that is not purchased quickly becomes unavailable and the collection becomes increasingly dated. There is also a need for better coordination between library holdings and curricular changes. Library holdings should be given careful consideration as new programs are adopted. If holdings are found inadequate, then special resources should be devoted towards the acquisition of needed materials.

The journal collection does not include a sufficient number of titles and has numerous broken runs. The practice of adding a title only at the expense of dropping another was established out of economic necessity. It should be discontinued. An increasing number of disciplines are relying more heavily on journals for the dissemination of information. The library needs to add substantively to its journal titles and, where possible, fill existing gaps.

LIBRARY FACILITIES

Library services at the University of Evansville are provided under the philosophy that within an institution of this size, structure, and character, centralized facilities and administration result in more effective as well as efficient services. Thus, every effort is made to include as many of the University's learning resources and services as possible within the same building.

The Situation

The principal library facility is the Clifford Memorial Library. This building, containing 30,000 gross square feet, was constructed in 1959 and remodeled in 1976. As stated in the original dedication brochure, the building was "...designed to house 100,000 volumes..." (Dedication of Clifford Memorial Library, March 19, 1957). The University at that time was still a college with an enrollment of 3,048 and a limited number of advanced programs.

Included in the original building were a closed reserve room, a faculty and staff reading room, an audiovisual auditorium, an audiovisual seminar room, three research alcoves, five large seminar rooms, and an archives room in addition to the general bookstack area. The three-story structure includes only a book elevator with no provisions for the handicapped.

In 1976 the building was remodeled. The remodeling had a two-fold purpose: to remove and relocate interior walls to gain additional shelving space, and to improve the atmosphere within the library. While the atmosphere has been considerably enhanced, study and shelving space are still very limited. The library now contains more than 290,000 books, periodicals, documents, microforms, and audiovisual items. There are 200 study stations and enrollment now stands at 3,845 FTE.

Facility Needs

For the academic library to function effectively, it must have facilities of adequate size and quality. The importance of facilities can hardly be overemphasized as they are so basic to a library's existence. An academic library's usefulness is dependent upon space to house its collection and facilities for its users.

While facilities are important to all libraries, certain types of space are more significant to different types of libraries. In an academic library there is an emphasis on study space. The academic library is a place not just for the storage of the collection but also a quiet place for students to study. Besides the traditional and always important desk and chair, the library should provide a variety of study space, including some private space for individual research, group study rooms for conferences and group study projects, lounge space for perusal of magazines and newspapers, and special study areas required for the use of microforms, reference materials and reserve reading.

In addition to study space, the academic library must have shelving and operational space. Shelving space is needed to house the library's collection of books, journals and microforms. Operational space is required to process material, to deliver the library's services, and to store the materials of the library.

To assess the size and quality of the library's facilities, the study team made use of much documentation already compiled by several individuals and groups. Three consultants' reports were especially useful. The most recent one was by Dr. David Kaser, a nationally-renowned library building consultant. In 1980 as part of the self-study, Dr. Kaser came to the U. of E. campus for the explicit purpose of assessing the library's facilities and making recommendations. Other reports that contain still-relevant observations are the 1965 report of A.F. Kuhlman and Donald E. Thompson and the 1974 report by George J. Rausch. The study team also utilized data from the library survey, recommendations of national organizations in regard to space, observational data, and the 1980 report of the Library Long-Range Planning Committee.

In many respects the type of space that the library is in greatest need of is study space. When compared to recommended levels, the library is far below standards on several dimensions. The lack of a place to read or study is particularly significant because it has the most direct and disturbing impact on students and instructors. The consultants' report of Kuhlman and Thompson in 1965 notes that the library then had a total of 261 seats for student study. The recommended number for the University at that time was 758 (Kuhlman and Thompson, p. 32). This was 497 seats short of the recommended level. Since that time, the library has been remodeled. However, in its need to shelve the collection, the library has not found it possible to add study space. Indeed, the current count of 200 seats is 61 seats less than what was available in 1965 when enrollment was considerably less.

The Association of College and Research Libraries of the American Library Association recommends that an academic library of U. of E.'s size and character have one seat for every five FTE students. Current FTE enrollment at the U. of E. is 3,845, which indicates that the library should have 769 seats (3,845 ÷ 5) for use by students and faculty. This leaves a shortage of 569 seats.

This immediate need for space is further exacerbated by the type of seating the library provides. In his report, Dr. Kaser notes that 27 percent of the library seats are lounge chairs, which are not conducive to study and research, and that an adequate level of this type of seating is 12 to 15 percent. Thus, not only is the library seriously short of seating, but the seating which is provided tends to be less useful for study. In addition, the library provides no private study space for individuals and only two small group study rooms.

The library was initially scheduled for expansion in the early 1970s. The proposed building was an innovative one designed to fulfill the need for library space, faculty offices, and classrooms. In the University's New Century Plan, this building was listed as the first priority. While the Campaign produced $3,000,000, the estimated cost of the proposed building was set at $3,600,000. As a result of the short-fall in funds, the library/classroom building was postponed and alternative ways of meeting these needs were sought. It was eventually decided that an addition to the Engineering Science Building and a remodeling of the library was the best approach to resolving the need for classroom and library space. This addition was less costly to the University; and while it did not provide any new space for the library, it did provide sorely-needed faculty offices and classrooms.

To temporarily meet library space needs, the remodeling project was undertaken. For the remodeling, the University hired George J. Pausch to make recommendations on the redesign. Rausch made many suggestions including changes in library policy that would enhance utilization of space. A significant point which Rausch raised was: "I feel that the current library building with the appropriate changes in arrangement and purchase policies will be adequate, although barely adequate, for four or five years. At that time it will be necessary to make an addition to the building" (Rausch, p. 4-5). It is now seven years since Rausch's report, and clearly the library facility needs have grown beyond the level of barely adequate as outlined by Rausch.

While the remodeling improved conditions in a number of respects, it also resulted in a number of inconveniences. In order to expand shelving capability, aisles were moved closer together. Many aisle widths were reduced to less than two feet while the recommended width is three feet. It is now very difficult to turn around, bend down, or pass another user in these aisles. Another change involved adding an extra shelf to many of the bookstacks. The top shelf is now 6'4" in many areas of the stacks, placing books out of reach for the average person. A third change was removing seating areas. The problems related to this particular move were discussed earlier.

With the library straining to house its current collection and to maintain space for study and operations, the future presents a bleak picture. The average number of volumes added to the collection over the past four years is 7,500 per year. If the library continues to add at this rate, each year's volumes will require 90 linear feet of additional double-face stack range. As Dr. Kaser concludes in his report, "...the amount of space is inadequate by any measure known to this surveyor" (Kaser, p. 2).

Finally, the library needs operational space in order to process material and provide services. Circulation is a good example of a library operational activity and the type of facilities required. The function of circulation is to check material out to patrons, receive the material when it is returned, and answer general questions. With more than 45,000 items circulated annually, there is constant activity throughout the 17-hour day in which the Circulation Department is open. Space and facilities are needed: to greet patrons, to check material in and out, to maintain records and circulation files, to shelve reserve material, and to conduct normal clerical functions.

Circulation is staffed by a full-time librarian, two full-time paraprofessionals, and 18 part-time students. Frequently four persons work in the area at once. According to library building standards, the recommended amount of space for a circulation operation in an institution of U. of E.'s size and character is 1,000 to 1,200 square feet. The Circulation Department of Clifford Library currently operates in an area comprised of 250 square feet. This is three-fourths less than the recommended space. Clearly, the service capability as well as the general work atmosphere is affected by such limited space.

Limited space has forced the library to conduct many private activities and discussions within full view and hearing of the public. An example is in Reference where conversation between a patron seeking assistance and a librarian must take place in an open area surrounded by other users who are reading and studying. Furthermore, all telephone reference queries must be conducted in this same public setting.

An additional problem that has arisen in the past year relates to storing University Press inventory. Because of space shortage, it has become necessary to place Press publications in boxes along walls and in corners of public areas.

The lack of space affects the staff's capability to function as well as the user's efforts to study and conduct research. Shelves are overcrowded with books, and work areas are overcrowded with people and materials. The only person with a private office is the University Librarian. One other private office exists, but it must be shared by three librarians.

To acquire space, the staff has undertaken the weeding of duplicate material from the book collection. However, the project has been delayed and hampered by the lack of space where the material removed from the collection can be temporarily stored until all records are withdrawn and the material can be discarded.

To meet current needs and provide for reasonable growth in the collection over the next 20 years, the library should have a total of 103,310 gross square feet of space. This figure coincides with the recommendations made by Dr. David Kaser as a result of his analysis of space needs. The recommendation is derived from formulas developed by the Association of College and Research Libraries. It is predicated upon three assumptions: (1) that the library's collection of book titles plus bound journals will grow at the rate of 10,000 volumes per year to a maximum of 400,000; (2) that FTE enrollment will remain at approximately 3,630; and (3) that the Center for Instructional Services will be relocated in the library. Calculations are presented in Figure 8.

Figure 8
Library Space Needs

Space for books (400,000 vols.)		
150,000 vols. at .10 NSF* ea.	15,000	
150,000 vols. at .09 NSF ea.	13,500	
100,000 vols. at .08 NSF ea.	8,000	36,500 NSF
Space for readers (3,630 FTE**)		
726 seats (i.e. 20% FTE) at 25 NSF ea.		18,150
Space for library operations		
25% of space for books and readers		13,660
Space for CIS		3,000
Net Total		71,310 NSF
Net to Gross conversion (est. 45%)		32,000
Gross Total		103,310 GSF***

*NSF = Net square feet
**FTE = Full-time equivalent
***GSF = Gross square feet

In conclusion, one concern that cannot be overemphasized is the immediate need for space. The library quite literally does not have sufficient space to shelve incoming material. Books are being withdrawn in order to make room for new acquisitions. Material is being stored in boxes which are stacked against walls and in corners. Study areas are being reduced, and operational areas are becoming increasingly crowded. Each of these factors results in inconveniences as well as costly inefficiencies. In order to cope until additional space is provided, it is recommended that a significant portion of the collection be placed in storage within the next year. The storage of materials should be considered strictly as an emergency and temporary measure. Inconvenience to users and costs for storing and retrieving material are unavoidable under such an arrangement.

LIBRARY STAFFING

The mission of Clifford Library is to serve the University community. To that end the library makes its resources available to students, faculty and administration in support of the University's educational mission. But the library's resources of books, journals and other material, essential as they are, cannot of themselves fulfill the library's service mission. The library needs a staff to acquire material, organize it, and aid users in the accessing of its resources. At one time the library community in general put almost exclusive stress on the quality of a library's collection in evaluating library effectiveness. Currently, however, increasing emphasis is being placed on the utilization of the collection as a measure of library effectiveness, and utilization is largely determined by the degree of attention provided by staff.

The Situation

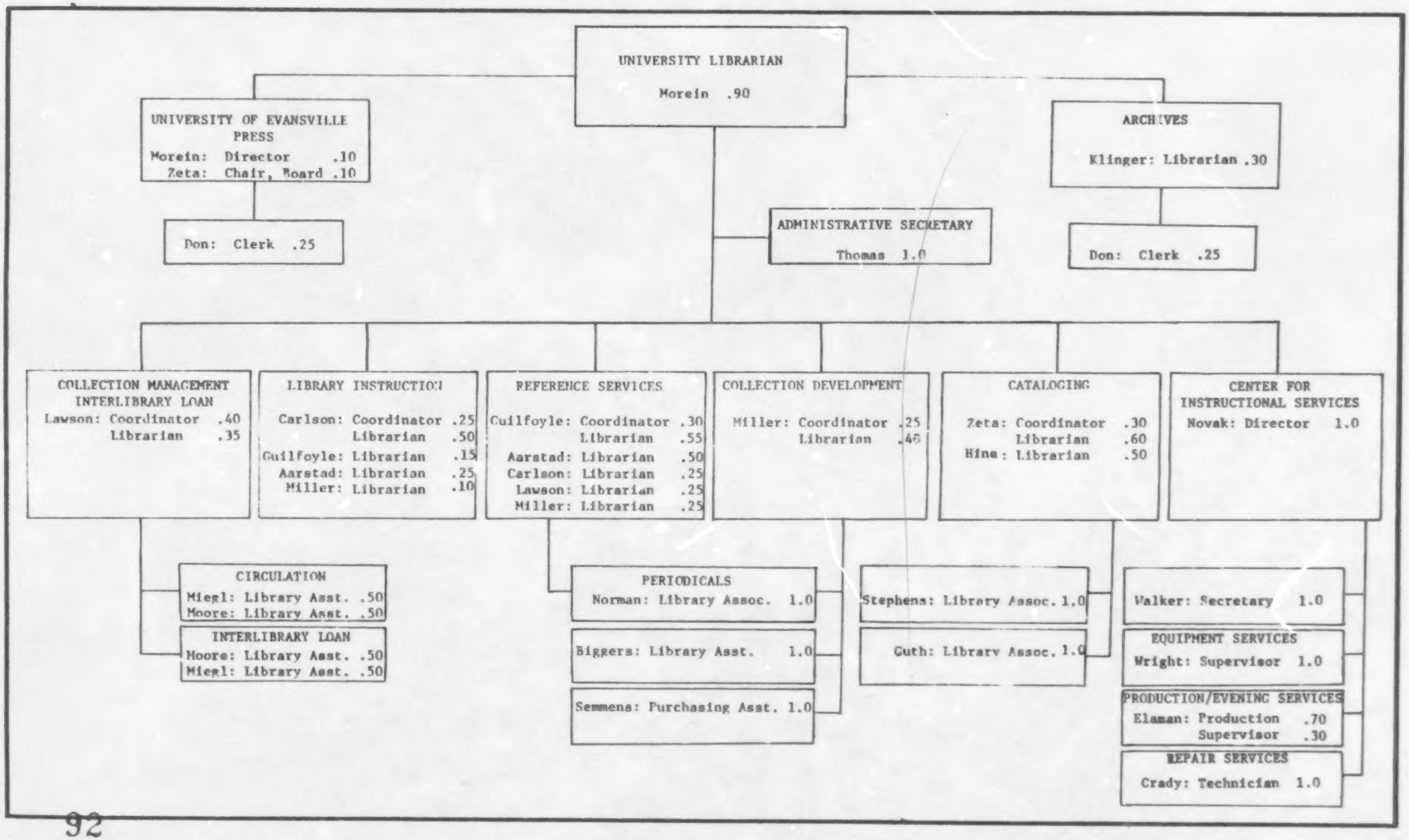
Staff in the library are of three types: professional librarians, paraprofessional/clerical staff, and student assistants. Librarians have professional academic training in the management and operation of the library. Key responsibilities are developing the collection, providing instruction in bibliographic research, and furnishing assistance in utilizing the library's resources.

Two special goals of the library are to provide professional reference service at all times that the library is open and to involve as many librarians as possible in presenting library instruction. The first goal is met at approximately the 98 percent level and the second at about a 90 percent level. In order to accomplish these objectives with the limited number of staff available, it is necessary for staff to assist one another and share functions to a considerable degree. Thus, most professional staff have one or more secondary responsibilities in addition to their primary area. Furthermore, most professionals regularly work evenings and weekends. An organizational chart is presented in Figure 9.

The library organization chart presents an outline of the various positions in the library and learning resources unit. An examination of this chart indicates that all of the librarians have their time divided between two or three areas of responsibility. One advantage of this arrangement is that it allows librarians to become proficient in a variety of library services. However, it also makes it difficult for a person to devote sufficient attention to a single area of responsibility. Furthermore, any illness or absence of personnel for personal or professional reasons, results in a gap and an immediate detrimental effect on services and operations.

The library is operated by 7.55 professional librarians and 8.5 paraprofessional/clerical staff. For operational purposes, the staff are organized into eight basic functions: acquisition/collection development, administration, cataloging, circulation, library instruction, periodicals, reference, archives, and university press. Each of these functions has one or more professional staff except for periodicals which is operated by a single paraprofessional. Six of the librarians work full-time, one works three-quarters time and one, half-time. The

FIGURE 9
LIBRARY ORGANIZATION
1981-82


UNIVERSITY LIBRARIAN
Morein .90
UNIVERSITY OF EVANSVILLE PRESS
Morein: Director .10
Zeta: Chair, Board .10
Don: Clerk .25
ADMINISTRATIVE SECRETARY
Thomas 1.0
ARCHIVES
Klinger: Librarian .30
Don: Clerk .25
COLLECTION MANAGEMENT INTERLIBRARY LOAN
Lawson: Coordinator .40
Librarian .35
LIBRARY INSTRUCTION
Carlson: Coordinator .25
Librarian .50
Guilfoyle: Librarian .15
Aarstad: Librarian .25
Miller: Librarian .10
REFERENCE SERVICES
Guilfoyle: Coordinator .30
Librarian .55
Aarstad: Librarian .50
Carlson: Librarian .25
Lawson: Librarian .25
Miller: Librarian .25
COLLECTION DEVELOPMENT
Miller: Coordinator .25
Librarian .40
CATALOGING
Zeta: Coordinator .30
Librarian .60
Hine: Librarian .50
CENTER FOR INSTRUCTIONAL SERVICES
Novak: Director 1.0
CIRCULATION
Miegl: Library Asst. .50
Moore: Library Asst. .50
INTERLIBRARY LOAN
Moore: Library Asst. .50
Miegl: Library Asst. .50
PERIODICALS
Norman: Library Assoc. 1.0
Biggers: Library Asst. 1.0
Semmens: Purchasing Asst. 1.0
Stephens: Library Assoc. 1.0
Guth: Library Assoc. 1.0
Walker: Secretary 1.0
EQUIPMENT SERVICES
Wright: Supervisor 1.0
PRODUCTION/EVENING SERVICES
Elaman: Production .70
Supervisor .30
REPAIR SERVICES
Crady: Technician 1.0

paraprofessionals are assigned as follows: two in acquisitions, one in administration, two in cataloging, two in circulation, and one in periodicals. Clerical assistance for library instruction and reference is handled by the administrative secretary.

Library support staff are primarily responsible for the processing of library orders and materials, for sending out orders, checking in new material, and maintaining records. Support staff also directly supervise student assistants and oversee the daily activity of the circulation and periodicals departments.

The library employs 30 to 35 students each quarter. They work approximately 400 hours per week and are an integral part of the library's personnel resources. Student assistants do much of their work in the library's stacks shelving returned material. They check the entire book collection once each quarter to see that material is correctly shelved and therefore accessible. Students are also heavily depended upon to staff the desks in circulation and in the Multi-Media Room.

Staffing Needs

The Task Force on Staffing examined the personnel needs of the library in several ways to determine strengths and weaknesses. Staffing formulas were applied and the present responsibilities and distribution of the staff examined. Also taken into account were future needs of the library to determine whether anticipated changes in the library environment would affect the size or type of staff Clifford Library will need.

In 1975 the Association of College and Research Libraries (ACRL) of the American Library Association approved a revision of the Standards for College Libraries. These Standards contain a formula for recommended levels of staffing in academic libraries. The formula bases its recommendations on three variables: FTE enrollment, size of the library's collection and annual growth of the collection.

The following chart illustrates Clifford Library's needs:

ACRL Staffing Formula

1. FTE. ACRL recommends 1 librarian for each 500 FTE students. Current FTE enrollment at U. of E. is 3,845. Needed librarians therefore equal . . . . (Fractions are rounded up as specified by the standards.)	8
2. Collection size. ACRL recommends 1 librarian for each 100,000 volumes. Clifford Library contains 170,000 volumes. Needed librarians therefore equal	2
3. Annual growth of the collection. ACRL recommends 1 librarian for each 5,000 volumes added. Over the past four years the library has added an average of 7,300 volumes annually. Needed librarians therefore equal	2
Total needed librarians	12

For comparative purposes, the current level of professional staffing is presented below:

Current Level of Professional Staffing at Clifford Library

Acquisition/Collection Development	1
Archives	.30
Circulation	1
Library Instruction	1
Reference	1.75
Cataloging	1.50
University Librarian	1
Total	7.55

As indicated by the ACPL chart, Clifford Library requires 12 librarians in order to meet the standards established by the academic library profession's national organization. The current level of 7.5, therefore, represents a significant shortage of professional staff.

A particularly critical area at present is in periodicals. Clifford Library has never had a periodicals librarian. This service has always been operated by support staff and students. Until recently, this has perhaps been adequate. As the University has grown, however, and expanded its curriculum to include new undergraduate as well as graduate programs, periodical literature has become an increasingly significant resource to faculty and students. Analysis indicates that periodicals are not receiving sufficient attention and a principal reason is the limited staffing situation in periodicals. This area needs not only additional personnel, but also personnel with professional training and skill to build these increasingly significant resources and to operate the service more effectively.

In considering future staffing needs, the task force examined developments within the profession as well as anticipated changes in the library. Each of these considerations supports a need for increased staff within the next few years. The description of academic library trends and projections outlines a number of developments in the profession which, as they occur, will require modifications in staffing. Technological changes, for example, are creating new library services that will result in a need for new skills and capabilities on the part of the staff. Furthermore, additional services will require more staff in order to provide the greater quantity of services.

The change that perhaps looms largest for Clifford Library is the anticipation of a library expansion. As other analyses indicate, the library must expand at some point in the not-too-distant future. Enlarged facilities will make it possible to provide new services, such as an expanded and improved reserve system as well as an increased periodical and microform capability. New facilities will mean that the library will become a more attractive place to study and use of the library will undoubtedly rise. These conditions will necessitate additional staff in order to fully realize the service potential.

In its analysis, the task force discovered a further opportunity for improving library effectiveness through enhanced staffing. If librarians were assigned specific subject areas in which they would be responsible for developing and promoting utilization, faculty would benefit by an increasing awareness of resources and services offered by librarians and the library. This would result in better utilization of resources by faculty and by students as faculty conduct research, teach, and give assignments. Librarians would gain a better knowledge of faculty and curriculum needs thus enabling them to better anticipate these needs. In order to institute such a program, however, additional staff would be required.

Clifford Library is currently 4.45 positions short of the level recommended by the Association of College and Research Libraries. The library compensates for the shortage by sharing functions and duties and by limiting services. The service limitation is especially acute in the area of periodicals. Other deficiencies are not as critical at present but will become increasingly serious as new developments are introduced into the profession and especially when the facilities are expanded. The task force, therefore, recommends that an additional librarian position be provided to periodicals immediately and that 1.45 additional positions should be achieved by increasing the three current part-time positions to full-time. Furthermore, it is recommended that 2.5 support positions be added when facilities are enlarged. This will allow for improved services in reserve reading, in microforms, and in special collections including Archives and rare books.

LIBRARY SERVICE DELIVERY

Service delivery is a broad term that covers several library functions. All these functions are characterized by direct service to the user and the provision of access to material. Not only does service delivery include circulation and reference, but it also includes interlibrary loan, library hours, and library equipment. All of these are services in the broad sense of providing material, equipment, time, or personnel needed by patrons in order to make use of the library's resources.

The Situation

Clifford Library circulates books, unbound periodicals, information file material, and audiovisual materials primarily to the University of Evansville students, faculty, and staff. In addition, the library honors Evansville Public Library and Indiana State University-Evansville library cards and provides courtesy cards to community members. The normal circulation period for books is three weeks. Faculty may borrow books for one quarter. Unbound periodicals are circulated because of the limited amount of space available for usage within the library. The loan period for periodicals is overnight. As illustrated in the chart below, book circulation to students and faculty has generally declined over the past three years. There is no clear reason for this decline, but it does seem unusual in light of increases in enrollment. One possibility is that current acquisitions are declining and therefore fewer materials are available. Another potential reason for the decline is a shifting of interest from monographs to current periodical literature. A third possibility is that the space shortage in the library is discouraging usage. The decline may also be a result of faculty placing less emphasis on library research than previously.

Book Circulation

	Students	Faculty	Total
1977/78	39,376	3,807	43,183
1978/79	34,619	3,966	38,585
1979/80	33,672	3,758	37,430

Interlibrary loan is a special service designed to provide faculty and students access to materials that are not currently owned by this library. Through cooperative arrangements with other libraries, Clifford Library is able to borrow books and secure copies of journal articles and provide these to faculty and students. Recent technological developments also make it possible to request this material through a computer network. This has shortened the time span for processing from an average of four weeks to a current average of two weeks or less. The improved service has resulted in a substantial increase in the demand for the service.

Over the period 1977/78 through 1980/81, interlibrary loan requests increased from 553 items per year to 1,095 items per year, an increase of 98 percent. The number of items loaned to other libraries during this period rose from 266 to 595, a 124 percent increase. A potential problem in these increases is the greater cost of providing the service and the additional staff time required to furnish the service. It is projected that demand for interlibrary loan will continue to grow over the next several years.

Reserve book services are traditional in most academic libraries. Clifford Library originally included a reserve book room in which material was housed and utilized. In the remodeling of the library in 1976 it became necessary to eliminate this room and to shelve material at the circulation desk or in the stacks with special identification markings. Because of this limited shelving arrangement, faculty have been asked to limit the number of materials placed on reserve. Many librarians and faculty feel that reserve reading requirements have been reduced considerably in the last few years.

Clifford Library offers a full range of reference services including telephone requests as well as personal assistance in securing resources and conducting complex research projects. In addition, reference department staff compile bibliographies, produce annotated lists of selected acquisitions, and work with faculty on special projects. While the reference collection is deemed adequate, space limitations restrict the number of items which can be placed in this collection. Some material that might otherwise be placed in reference must be shelved in the circulating collection. A specific goal of reference is to have a librarian on duty at all times that the library is open. Currently, there is a librarian scheduled for duty every hour except the last hour that the library is open.

The library's equipment is not extensive, but it is a very important part of service delivery. Briefly, the library has copy machines, several manual typewriters for student use, and a variety of equipment for the use of microforms. While most of this equipment is supplemental, the provision of equipment to read and copy microforms is essential since frequently this is the only means of utilizing the material.

In 1980/81 the library introduced computerized literature searching on an experimental basis. Computerized searching both complements and extends manual searching techniques and is projected to increase rapidly in importance over the next few years as more data bases become available. A major problem with computerized searching is its current costs. Prices for a search of this type may range from $5 to $25 or more per search. Generally, a library cannot afford to provide wide access to this service at these prices. Key questions being considered in the experiment, therefore, are how much a search will cost the University of Evansville patron and the best means of financing the service.

Service Delivery Needs

The task force appointed to study the service delivery functions of the library was made up of three faculty, one student, and one librarian. Since by definition service delivery functions are those directly concerned with the user, the task force found the results of the survey especially helpful in its assessment. Because these results reflect the user perceptions of how successfully the library meets their needs, they indicate much about service delivery. Data on library operations were also examined as indicators of service effectiveness. Some data were already available and some were gathered by the task force. The task force also examined library equipment to determine its adequacy in the delivery of services. And, finally, selected library procedures and policies were reviewed and evaluated.

Interlibrary loan was rated rather low in importance by students (2.35 on a scale of 5). Faculty rated it considerably higher--3.57. One reason for the low student rating may be a limited awareness of this service on the part of students. Another reason may be the processing time required to obtain material through interlibrary loan. While the waiting period was reduced by 50 percent in 1980 through the introduction of computer query capability, it still may take 10 to 14 days to obtain some items. This waiting time is especially troublesome to students as a result of the brief quarter system.

To overcome the possible limited awareness of the service on the part of students, the library has begun discussing the service in greater detail when presenting bibliographic instruction to classes. In addition, librarians are prompting faculty to encourage their students to consider utilizing the service. These efforts seem to be helping somewhat as usage of the service is increasing steadily.

As the amount of information continues to grow and its cost grows ever faster, libraries are looking towards an increasing use of interlibrary loan. Despite this rise, interlibrary loan should always be viewed as a supplemental service providing material that is either ephemeral to the collection or is simply too expensive to acquire, but never as a substitute for a solid core collection of books and journals that meets the majority of user needs.

The Circulation Department has a number of services that are provided directly to the user. In particular, it is responsible for the shelving of books and journals when they are returned. A frequent complaint on the survey was that material was quite often not on the shelf. Data gathered from the library staff indicate that a book is returned to the shelf in as quickly as two hours after check-in, though this figure increases considerably at the end of quarters when a great amount of material is returned at one time. The probable cause of student complaints is that the library collection is a high-use one. In 1980/81, for example, almost 39,000 books were circulated. Given this high use, it is essential that material be returned to the shelf as soon as possible.

As with access to books, access to journals is an important part of service delivery. Both students and faculty gave a high importance rating to the journal collection (faculty 4.00; students 3.26). Unfortunately, in rating the success of the journal collection in providing needed material, faculty assigned a value of 2.52 and students 2.70. In addition, there were many comments on the survey about the absence of issues from the shelves or the mutilation of periodicals. Clifford Library currently circulates individual issues of unbound journals overnight. This practice accounts for some loss or misplacement of issues and is one reason why most libraries do not circulate periodicals at all. Despite the problems related to circulating journals, many comments on the survey expressed the desire for a longer and more liberal check-out policy for periodicals than the present one.

At present, the only person responsible for the periodicals collection is a member of the support staff with no training except what experience provides. Professional responsibility for this area is split between two librarians whose primary responsibilities are in other areas. As mentioned in the section on staffing, this limited capability to focus on journals presents a number of difficulties and may be a significant factor in the gap between the importance and success rating by faculty and students on the survey. This area is critically in need of a professional person to develop and oversee the service. The task force considered two alternatives to the circulation of periodicals: (1) expanding periodical circulation, or (2) cessation of the practice altogether. The broadening of check-out policies would only add to the problem of missing issues; and given that the library is so short of study space, it would be unfair to stop check-out altogether. The task force recommends continuation of the present policies.

One of the most basic elements of all library services is the number of hours the library is open. This was another area that received several comments on the survey. Many respondents felt that the library should be open longer hours, particularly on weekends. Currently, the library closes at five on Friday evenings, is open from 9 a.m. - 5 p.m. on Saturdays, and from 1 - 10 p.m. on Sundays. The library now has the policy that a professional librarian be on duty all hours the library is open (with the exception of the hour between ten and eleven weekday nights). The library should examine the hours of utilization by students and faculty and determine patterns of hours of low use. If such time periods exist, the policy of having a professional librarian available whenever the library is open could be reevaluated, and perhaps hours could be extended even though a professional librarian is not available. Hours when professional staff would not be available would need to be communicated to users. It is acknowledged that hiring more professional and support staff would also offer a possibility for extending hours.

There were several negative comments on the survey about the use of microforms. Users generally prefer traditional paper copy over microforms since they are more comfortable with paper, and it is more convenient to use. Nonetheless, Clifford Library, like most academic libraries, is increasingly purchasing microforms. This shift in format has the advantages of lower costs and less space requirements.

As with any form of publication, the library has a responsibility to facilitate access to microforms. In this case, however, the responsibility is especially critical because of the special equipment required to read and copy microforms. Given that the library has 117,000 items in microform, the current stock of equipment is judged to be insufficient in number and of limited quality. The task force also concluded that the library should do more to assist students and faculty in utilizing microforms and to promote usage since much of the lack of acceptance appears to be attitudinal.

The task force also examined the library's physical environment insofar as it affected service delivery. The highest number of survey comments, 181 total, were related to space and, in particular, study space. This need is fully discussed in the facilities section, but it is important to note here that the lack of space is affecting almost every area of library service and is certainly affecting service delivery by the unavailability of seating.

Still another frequent complaint on the survey dealt with the noise level in the library. There is indeed a problem with noise in the library. However, the analysis indicates that the cause is not a particularly loud student body or library staff, but rather the lack of space which forces everyone close together and which places many library functions, such as reference, into areas where users are trying to read or study.

The only long-term, meaningful solution to space problems is an addition to the library. In the meantime, however, the library can take some steps to alleviate the complaints about lack of study space and the high noise level. The library should consider removing the lounge furniture from the first floor and replacing it with more traditional study tables, desks and chairs. This would encourage a quieter, more studious atmosphere than the present arrangement and perhaps even add seating. Sound baffles could be inserted to further facilitate noise control. However, since the library would still be far below the needed number of seats, consideration should also be given to establishing study areas outside the library. The University should provide its students with a quiet place to study and a place where there is a reasonable hope of finding a seat. Unfortunately, the library is not meeting either of these conditions.

Another complaint that surfaced on the survey which concerned the library's physical environment was the lack of janitorial services over the weekend. The Physical Plant Department has pointed out that no funds are, or will be, available to provide clean-up services over the weekends. This deficit will be especially serious as long as eating is a part of the study lounge on the first floor. The library should consider the removal of vending machines in the study area. Their removal would add to a more studious atmosphere and perhaps further reduce the noise level. If this is deemed impossible or unwise, a "Keep It Clean" campaign should be undertaken.

The library functions that make up service delivery are especially important because they deal with the user directly. If a service is mismanaged or does not fulfill its promised objective, the user is directly affected and directly short-changed. Conversely, improvements in this area contribute significantly to the library's effectiveness. The study team identified the following possibilities for improved library service:

1. A decrease in the length of waiting time for interlibrary loan material.
2. Extension of weekend and evening hours.
3. Replacement of furniture in the study lounge to add some badly needed study space and reduce the noise level.
4. A professional position in the Periodicals Department to allow for much better and more efficient use of some of the library's most expensive resources.

BIBLIOGRAPHIC INSTRUCTION

In 1977 the University sought and received a grant from the National Endowment for the Humanities to develop an instruction program designed to provide basic and advanced skills in library research. This is an integrated program that permits the librarians to work with faculty and to coordinate the library and its resources with the particular needs of a class. The program can cover anything from the use of the card catalog and specific research tools of a discipline to an introduction to research methods and the evaluation of materials. Although the Bibliographic Instruction Librarian, as head of the instruction program does the majority of the instruction, most of the librarians participate to some degree.

The Situation

While the library instruction program is based on a single concept, it is very complex in actual operation. One of the primary goals of the program is to be flexible and diversified enough to meet the needs of virtually all faculty. The present program has this ability and it is important to build upon this feature rather than to adopt an orientation towards particular departments or groups, such as freshmen. All students should have the opportunity to receive library instruction, regardless of class or major.

The library instruction program also places dual emphasis on faculty and students. The program involves both students and faculty by integrating library work into regular class assignments. The faculty member can also learn about research possibilities in his or her field as the students are being taught.

As a key feature of the program, lectures are given to students as part of a course. The presentations are thorough, comprehensive, and well organized. They are individually tailored to meet the needs of the particular course. The presentations are usually accompanied by a handout of selected library resources. The handout serves as the basis for the lecture and as an aid for students to use later when doing their research in the library. While presentations focus on the resources of Clifford Library, they also make students more aware of the possibilities of research outside Clifford through sources obtained via interlibrary loan or sources available at other libraries in the tri-state area. An attempt is made during presentations to point out that specific tools or methods of research are not unique to Clifford Library but will transfer in great part to any other library.

Finally, the library instruction program allows the student to relate to the librarian as a person. Since it takes the librarian out of the library into the classroom where the students are, the librarian can become personally involved with the individual projects of the students.

Library Instruction Needs

The Library Self-Study Team appointed a task force to undertake a review and analysis of both the strengths and weaknesses of the library instruction program. The primary objective of the task force was to determine whether the present program of library instruction meets the needs of the University of Evansville students and faculty.

The Library Instruction Task Force consisted of three faculty members, a student, and the Bibliographic Instruction Librarian. All the faculty members had used the library instruction program extensively in their classes; the student member had attended library presentations in several, varied classes.

To assess the program, members of the task force decided that they first had to find out what other faculty and students knew and felt about the program. Each faculty committee member randomly selected ten other faculty members to interview on the subject of library instruction. The interview explored whether the professor had experience with the library's instruction services, whether the program had met the needs of the students in the class, and whether there were discernable results in the final project. If the professor had not used library instruction or had used it once and rejected it, the interviewer tried to determine the reason. The student on the task force sought the same information from a student viewpoint.

The committee members also felt a need to compare the University of Evansville library instruction program with another successful and well-known program. For this purpose, the task force invited Larry Hardesty of DePauw University to the U. of E. campus for a day of interviews and discussion. The meetings with Mr. Hardesty covered program flexibility, student handouts, communication with faculty, student evaluation and long-term program success.

On the basis of its analysis, the task force finds that while one of the strengths of the program is its flexibility and diversification, it does not provide a fully comprehensive approach that reaches all students in the University. Given this, it is inevitable that some students never receive any library instruction while others may receive basically the same material several times. As a result, the librarian cannot assume a common level of library knowledge when addressing a class. The librarian must face students who are on several different levels in the same class. This sometimes results in talking above the knowledge level of some students and below that of others. To overcome this difficult problem, the task force recommends that the library work more closely with individual departments to develop bibliographic instruction programs specifically geared to their needs. Closer contact may also provide opportunities to experiment with different approaches to presenting bibliographic instruction.

Currently, the only course required of all U. of E. students is Composition 104. Since it is the only required writing course, the basic writing skills that must be covered in this class are considerable. Because of this large amount of material which must be covered within the time constrictions of the quarter system, it is understandably difficult to include library instruction in conjunction with some type of research assignment. As a result, the use of library instruction in Composition 104, originally seen as the cornerstone of the program, has decreased greatly. As a possible solution, the task force recommends that consideration be given to presenting library instruction in the advanced writing courses rather than in Composition 104. The current interest in general education requirements may provide the means to carry out this recommendation.

A further reason that all U. of E. students do not receive library instruction is that some faculty members are unaware that the program exists or do not know how to use the program. It is recommended that the library develop a Faculty Library Manual which outlines in detail the library's bibliographic instruction program and procedures for utilizing these services. The Manual would provide faculty with a better background on the services and perhaps furnish incentive for using them.

The Library Instruction Task Force felt that the University of Evansville library instruction program is worthwhile with many strong points in its favor. The strengths of the program far outweigh its weaknesses. The present program successfully meets the majority of the needs of U. of E. faculty and students. However, the program does not reach all students nor does it satisfy all faculty needs. Although the program is a good and successful one, clearly it can be improved.

TECHNOLOGY

Improved and more highly developed technology is affecting all of society including libraries. The benefits now offered or promised by improved technology allow libraries to expand traditional services, to offer completely new services, and to increase efficiencies. Clifford Library has been making every effort to incorporate new technology as it becomes feasible. The library, for example, participates in several computerized networks which offer expanded capabilities. Other developments, as described below, provide even greater potential. The library should prepare to take advantage of these developments as they will significantly alter library procedures, library services, and in some ways even the library's role in the University.

The Situation

Libraries now have available to them a variety of technological services and innovations through several sources. The Library of Congress offers many valuable services to libraries, more and more of which include new technology. The Library of Congress receives copies of most of the books published in the U.S. and other countries and descriptive data from audiovisual producers. It catalogs these materials, enters the data on electronic tapes, and makes the tapes available to the library profession for use in cataloging. The Library of Congress has recently developed an online catalog for identifying its material which eventually may replace the traditional card catalog at the Library of Congress. The holdings of the library will, therefore, be searched via computer terminals rather than through the standard card catalog. Since the Library of Congress has such an impact upon all libraries in this country, this development certainly has implications for Clifford Library.

Online Computing Library Center (OCLC), a not-for-profit organization established in 1967 as a computerized bibliographic data exchange system, is another institution which has influence upon Clifford Library. It is through this organization that our library receives 90 percent of its cataloging data. The data are provided via computer terminal through a cooperative arrangement in which more than 2,000 libraries share costs as well as information. Since its inception, OCLC has developed a number of services that have increased libraries' capabilities and potential. Besides shared cataloging, the system enables Clifford Library to transmit interlibrary loan transactions via computer. This has improved enormously the speed at which this service can be provided. Other services being developed by OCLC include automated acquisition, automated circulation, and online reference searching.

A third organization which provides services to Clifford Library is the Indiana Cooperative Library Services Authority (INCOLSA). Founded in 1974, INCOLSA is a state library network designed to assist libraries in the improvement of services and to restrain costs through sharing of improved technology. INCOLSA provides a continuous program of training in new technology and procedures to libraries at little or no cost; sponsors and conducts research aimed at improving access to technology; serves as a liaison between individual libraries and regional or national networks; and develops uniform standards and procedures for statewide cooperation.

Microforms constitute another area in which changes are occurring that have implication for Clifford Library. Microforms are becoming increasingly important as a record or document storage medium because they require relatively little storage space and because they are less expensive to produce. Clifford Library has been acquiring increasing amounts of material on microform, primarily because of space considerations. The trend is likely to continue, however, even if the space problems are resolved, because more and more material will be available only in microform.

Technology Needs

A task force was appointed to review the status of technological developments and their relevance to Clifford Library. The task force was charged with recommending which technological developments Clifford Library should consider and how changes should be undertaken. To accomplish these objectives the task force surveyed the current literature, had a demonstration of computerized literature searching, and drew upon the technological expertise of its members. As a result of its initial review of the situation, the task force concluded that attention should be focused upon two areas: developments related to automated capabilities and developments in the area of microforms.

In terms of upgrading Clifford Library's services through automation, the task force identified three approaches: (1) utilize the University's central computer; (2) acquire a minicomputer-based turnkey system; or (3) continue incorporating developments through networks such as OCLC and INCOLSA. In the judgment of the task force, the approach that offers Clifford the greatest benefits at the least cost is the network systems.

The advantages of the networks are the extensive number of services available and the sharing of data and costs. OCLC in particular offers considerable potential as it is currently introducing several new services including automated acquisitions and automated periodical check-in. Another significant advantage of the network approach is its integrated nature and the potential for phasing-in new systems as they become available.

Two problems which the library faces in attempting to expand its automated capabilities are the lack of a second OCLC computer terminal and the fact that only a portion of the library's material holdings records have been converted to machine-readable form. The two problems are interrelated because holdings records must be converted before any more automation can be installed. However, the single OCLC terminal is now being used continuously for cataloging, interlibrary loan, and acquisition searching, and thus is not available for converting records. The task force finds that the library should purchase a second terminal immediately and that steps should be taken to convert all records to machine-readable form as soon as possible.

The major problem the library faces in terms of microforms is the limited reading and printing equipment available. The library has four microfilm readers, two microfiche readers, and two reader/printers, one for film and the other for fiche. While these are adequate for the present, if they are all working properly, several of the machines are quite old and frequently in need of repair. Furthermore, anytime one of the printers malfunctions users must wait for service, sometimes as long as two days. Given these conditions, the task force concludes that the library should immediately purchase a reader/printer capable of copying both film and fiche. In addition, the library should update its equipment by purchasing at least one new microfilm reader and one new microfiche reader.

In conclusion, the task force recognizes that many new technological developments can appear to be supplemental rather than essential. This, however, is not the case. Most technological changes include not only increased speed and efficiency, but new capabilities as well. Automated circulation, for example, not only shortens the check-out time, but also improves the library's ability to locate and trace material and thereby improves user access to the library's resources. Automated acquisition enables the library to identify material more readily, to be more selective, to more effectively assure that students and faculty acquire the best material, and to put the material into circulation more quickly.

The task force finds that the gradual approach that the library has followed in introducing new technology has worked quite well and recommends that this practice be continued. In order to continue doing this effectively, it is essential that the library purchase another OCLC terminal immediately and that it begin converting all of its records to machine-readable form just as soon as possible. Furthermore, the task force recommends that microform equipment be upgraded immediately. Finally, the task force envisions that an expansion of the current facilities will provide a unique opportunity to introduce several new technological developments such as automated circulation, automated acquisition, and perhaps a computerized catalog. The task force, therefore, recommends that these needs be included in the building program and incorporated into the final plan.

THE CENTER FOR INSTRUCTIONAL SERVICES

Educators are increasingly stressing the importance of a variety of teaching methods and media as the most effective and enduring mode of education. At the University of Evansville, faculty rely heavily on the Center for Instructional Services (CIS), thereby indicating their estimation of its importance. As noted in the discussion of developments in higher education, current innovations in teaching are focusing around two trends, faculty development programs and the use of innovative instructional materials. Many of these materials are provided by CIS.

The Situation

In 1974 CIS became an administrative part of the overall library unit. Clifford Library became Clifford Library and Learning Resources to reflect the broader mission of the library by the incorporation of CIS. The move was in essence an acknowledgment on the part of the University of the increasing importance of media other than the printed word as sources of information and recognition of the need to more effectively integrate print and nonprint media.

Essentially CIS provides access to materials rather than acquiring them. Its major activities consist of renting or producing for specific course needs materials such as films, audio and videotapes, filmstrips, photographs, slides and transparencies. Approximately 90 percent of the faculty responding to the survey administered by the study team make use of the services provided by CIS. The service of most importance to the faculty is the delivery of audiovisual equipment, followed by assistance in securing films and in providing graphics. In each of these areas the success factor given by respondents was higher than the importance, indicating a high level of achievement and competence of the Center. The highest levels of usage by faculty, according to the survey, are the obtaining of rental films/video and video equipment, followed by audiotape duplication.

A number of classrooms have audiovisual equipment permanently placed in them for utilizing the material. CIS maintains and repairs this equipment. In addition, the Center delivers equipment to practically any room on campus.

For learning purposes CIS maintains a specialized audiovisual classroom that serves as a type of laboratory for students and faculty. The room is equipped with television playback units, dry mount presses, paper cutters and related equipment used in preparing learning materials. This classroom is also used in teaching audiovisual courses.

While the emphasis is on providing materials and equipment for classroom purposes, the Center has resources available for relevant off-campus use. In addition, CIS offers photographic services to the university community.

The Center is staffed by one professional, four support staff, and one graduate assistant. The professional staff member is the Director of CIS and is responsible for the overall operation of the Center. This position reports directly to the University Librarian.

CIS Needs

To study the needs of the Center, the Director of CIS and two faculty members were appointed to a task force. For information regarding CIS, several resources were useful. Statistics of CIS activity, an equipment inventory and production figures all provided data on current operations. Because CIS is almost exclusively a service operation to the University, the survey administered as part of the self-study process was especially useful in evaluating the performance of CIS and for the identification of needs that were not currently being met.

The high usage of CIS by faculty and the increasing acceptance of audiovisual material in higher education indicate that there is and will continue to be a high demand for service. The Center would like to offer new services to meet this demand by providing instructional design advice in the development of new courses or revision of current ones, workshops to show what type of production services are currently available, and self-service production advice and assistance for both faculty and students. Without additional staff, however, these services cannot be offered.

Support staff include a secretary, a technician for maintenance and repair of equipment, an audiovisual equipment supervisor for equipment circulation, and a photographer/graphic artist. The photographer/graphic artist position also covers the evening hours of CIS. The extensive requirements of this position constitute the major difficulties faced by CIS. Because the responsibilities are so varied and time-consuming, the duties cannot be handled efficiently by a single person. The task force recommends that a part-time staff member be added to assume evening and weekend services. This addition would allow for better service coverage and some expansion of hours.

CIS occupies approximately 3,000 square feet of space located on the lower level of Hyde Hall. The facilities include a well-equipped darkroom, a repair room, a graphics area, an equipment delivery area, and space for administrative operations. These facilities were provided by converting a number of classrooms. The arrangement that results is broken up and very inconvenient and inefficient. There is no central entrance (important to a service operation), administrative functions are difficult, there is occasional interference with in-session classes in nearby classrooms and security is difficult. The other disadvantage of the current CIS facilities is location. The basement location is not a visible one; and while CIS is an administrative part of the library, the unit's physical location divorces it from the library. The integration of CIS into a library addition would be highly desirable from an administrative standpoint and would also improve efficiency and quality of services.

Maintenance of current equipment has always been a high priority at CIS, and this must continue. It should also be noted that one of the most frequent comments regarding CIS on the survey related to complaints about faulty or inoperable equipment. One reason for this is that CIS has had to keep obsolete equipment in operation because funding has not been adequate to replace and add necessary equipment. This often results in the repair of obsolete equipment when it is not cost effective. An increase in the capital budget would improve equipment reliability and result in a more efficient use of resources.

The survey results and the work of the task force indicate that CIS is a highly successful service. It is a unit in which the University can justifiably take much pride. It is a very active service, heavily used by faculty with a highly capable staff and generally good equipment. However, the Center has much more to offer the University. Its current facilities limit the quantity as well as the quality of its work. Its separation from the library hampers the coordination which exists administratively and theoretically. The services that CIS can provide to the University are by no means exhausted. An additional staff member would allow for an expansion of services and an increase in evening hours. A change in location would improve CIS and would also enhance the quality of education offered by the University of Evansville.

UNIVERSITY ARCHIVES

In 1967 a formal program for collecting and organizing records was established. The program was created on the occasion of the University business manager's retirement and commission to write the history of the school. Later, this person, Ralph Olmsted, was named Archivist and charged with developing a serviceable archival program.

The Situation

The primary function of Archives is to collect, organize, preserve, and have available for research the historical records of the University. Material is available for use primarily within the Archives room. Some resources may circulate for limited periods of time with permission of the Archives' Librarian or the University Librarian. Usage is intended principally for University personnel or scholars conducting research. The Archives is operated by the Archives Librarian who reports directly to the University Librarian. This is a part-time position of 12 hours per week or a one-third time appointment. Further assistance is provided by a half-time clerk assigned to the University Press, and a graduate student working 15 hours per week.

The major resources in Archives are: minutes of the Board of Trustees, University Senate and its committees, the Faculty, the Alumni Association, and Student Government; all issues of the Crescent; copies of the Linc; Undergraduate Bulletins; public relations releases; photographs of significant individuals, groups, and events; commencement programs; file folders on faculty; records of honorary degrees and U. of E. Medals; annual audits of the financial affairs of the University;

and programs of University organizations including athletics, and newspaper clippings from local newspapers.

Archives is the repository of records and memorabilia from Moores Hill College. This consists of a collection of minutes, catalogs, artifacts, photographs, and programs of college events as early as 1854, the founding year. Also housed in Archives are a number of records from the Orr Iron Company, a collection of original sketches by Karl Kae Knecht, and a large number of rare books.

Archives Needs

Archives operates from a single room measuring approximately 900 square feet. The room is shared by the University Press. Furthermore, a large number of rare books are also housed in this room. As is the rest of the library, Archives is critically short of space. While there are other areas in the University in which Archives should more actively pursue and acquire material of importance to the University, it cannot because it has no space to store new material.

Since most of the material in Archives is there because it is unique and irreplaceable, those who wish to use this material are required to use it in Archives. Yet, there is not enough space available for even one researcher to work. A table must be cleared each time anyone wishes to use the resources. Such an arrangement as well as the general appearance of Archives is not conducive to study and research.

The level of staffing in Archives has essentially been constant since 1967. While this level may have been adequate in the beginning, the need for more staff has clearly increased. Resources and services have grown substantially, and the Archives Librarian finds it especially difficult to function effectively when the student assistant works more hours than she.

While the role of Archives has continued to grow, it still is not fulfilling its full potential in serving the University. Over the years, the limitations of space and staff have resulted in several deficiencies. There needs to be a reorganization of the material in Archives for better access. Currently, there are seven different and separate categories of material each one with its own filing and indexing system--even those familiar with Archives often have difficulty finding material. The need for space requires careful review of the material in Archives so that less important material can be discarded. The need to solicit more material from other areas of the University has already been mentioned but this important task cannot be done unless more staff and space is provided.

In conclusion, it is important to remember that the full title of Archives is not Library Archives but University Archives. The distinction is an important one. The role of Archives is to serve the University as a whole by preserving its present so that its history is not forgotten. In describing the founding of Archives and his appointment as Archivist, Dr. Olmsted describes it as "almost accidental." While the accident was indeed a fortunate one, Archives needs more conscious attention to effectively serve the University. It needs more staff so that it can acquire, organize, and service all material of lasting importance to the University. It needs more space to serve researchers and to house its present and future collection.

APPENDIX
Data Sources

Several approaches were employed in collecting and assessing data. As a beginning, the study team administered a survey to students, faculty, and administrators. The primary concern of the questionnaire was in determining what resources and services of the Library and the Center for Instructional Services are most important to users and how successful users are in obtaining those resources and services.

Questionnaires were distributed to faculty and administrators through campus mail. One hundred responses were returned by faculty and twenty-eight by administrators. A sampling approach was used to obtain students' assessment of the Library and CIS. Questionnaires were distributed in 50 classes selected to include lower division, upper division, and graduate students as well as students in most departments of all schools and colleges. The response of 1,014 represents a 100 percent rate of return since each questionnaire was collected as soon as it was completed.

Other data-gathering approaches included interviewing, observation analysis of statistics, measurement, and group discussion techniques. Through the use of task forces and special assignments, more than thirty faculty, students, and library staff participated in collecting and analyzing the data.

RESULTS OF
RESOURCES & SERVICES SURVEY

1. Status in the University:

Total Respondents = 1,163
Faculty = 100
Graduate = 153
Undergraduate = 861
Administration = 20
Other = 29

2. Full-time/Part-time: Not applicable

3. Department/Major:

Arts & Sciences = 186
Business = 214
CAP = 59
Education = 117
Engineering = 107
Fine Arts = 71
Nursing = 245
Other = 15

4. Most frequent reason for using library:

	All Respondents	All Faculty	All Students
--to obtain book	56.2%	82.0%	53.8%
--to locate journal articles	16.1	13.0	16.9
--to read newspapers/magazines	3.4		3.7
--to use reserve materials	4.8	4.0	4.9
--to study from own materials	12.2		13.8
--to obtain AV materials	0.1		0.1
--to meet friends	0.1		0.1
--other	1.2		1.4
--never	4.6	1.0	4.3
--no response	1.2		0.9
	100.0%	100.0%	100.0%

Most frequent reason for using CIS:

	All Respondents	All Faculty	All Students
--to obtain rental films/video	5.1%	36.0%	2.0%
--to obtain audiotape duplication	3.6	11.0	3.0
--to obtain AV equipment	5.8	28.0	2.7
--to purchase AV supplies	0.6	2.0	0.5
--to have film processed	1.7	1.0	1.7
--other	3.5	6.0	3.4
--never	49.8	12.0	54.4
--no response	29.8	4.0	32.4
	100.0%	100.0%	100.0%

5. Frequency of library use:

	All Respondents	All Faculty	All Students
--4+ times a week	8.7%	11.0%	8.5%
--2 - 4 times a week	20.0	23.0	20.2
--once a week	19.2	21.0	18.9
--2 - 3 times a month	22.9	28.0	22.8
--once a month or less	22.2	16.0	23.0
--never	4.2	1.0	4.0
--no response	2.8		2.6
	100.0%	100.0%	100.0%

Frequency of CIS use:

	All Respondents	All Faculty	All Students
--4+ times a week	0.7%	2.0%	0.6%
--2 - 4 times a week	1.8	8.0	1.1
--once a week	3.1	17.0	1.7
--2 - 3 times a month	5.0	17.0	3.6
--once a month or less	14.4	39.0	11.2
--never	50.6	10.0	55.7
--no response	24.5	7.0	26.1
	100.0%	100.0%	100.0%

IMPORTANCE/SUCCESS RATINGS

(Maximum = 5)

	All Respondents	All Faculty	All Students
Need to Borrow Books			
Importance	3.59	4.32	3.53
Success	3.16	3.38	3.13
Need to Borrow Journals			
Importance	3.31	4.00	3.26
Success	2.70	2.52	2.70
Need to Borrow Audiovisual Materials			
Importance	1.86	2.73	1.76
Success	2.34	3.23	2.23
Need to Use Library for Course Purposes			
Importance	3.61	3.79	3.62
Success	3.24	3.40	3.23
Need to Use Library for Research Purposes			
Importance	4.00	3.87	4.04
Success	3.11	2.50	3.18
Need to Use Library for General Purposes			
Importance	2.84	2.38	2.88
Success	3.02	3.31	2.98
Need to Locate Information			
Importance	3.46	3.72	3.44
Success	3.10	3.38	3.06

	All Pespondents	All Faculty	All Students
Need Librarian's Assistance in Obtaining Books			
Importance	3.06	2.82	3.09
Success	3.28	3.76	3.21
Need Librarian's Assistance in Obtaining Journal Articles			
Importance	3.02	3.11	3.01
Success	3.09	3.66	3.03
Need Librarian's Assistance in Obtaining Audiovisual Materials			
Importance	2.20	2.30	2.19
Success	2.61	3.57	2.52
Need Librarian's Assistance in Obtaining Material from other Libraries			
Importance	2.45	3.57	2.35
Success	2.58	3.76	2.46
Need Librarian's Assistance in Obtaining Information			
Importance	2.73	2.86	2.72
Success	2.88	3.60	2.81
Need Librarian's Assistance in Using the Card Catalog			
Importance	2.24	1.64	2.31
Success	2.88	3.71	2.82
Need Librarian's Assistance in using Journal Indexes and other Bibliographic Aids			
Importance	2.64	2.41	2.68
Success	2.94	3.68	2.88
Need Librarian's Assistance in Using Facilities or Equipment			
Importance	2.65	2.28	2.69
Success	2.91	3.82	2.84
Need Desks/Tables at which to Study or Work			
Importance	3.99	2.76	4.14
Success	2.81	2.68	2.84
Need Group Study Rooms			
Importance	2.95	2.01	3.06
Success	2.22	2.19	2.21
Need Audiovisual Equipment			
Importance	2.25	3.03	2.17
Success	2.48	3.64	2.37

	All Respondents	All Faculty	All Students
Need Microform Readers and/or Printers			
Importance	2.37	2.86	2.33
Success	2.54	3.22	2.48
Need Delivery of Audiovisual Equipment			
Importance	1.91	3.75	1.71
Success	2.26	3.84	2.08
Need Film Processing			
Importance	1.68	1.95	1.64
Success	2.13	3.46	2.01
Need Assistance in Securing Films and Video Tapes for Instructional Purposes			
Importance	1.90	3.17	1.77
Success	2.25	3.62	2.10
Need Assistance in Producing Graphics			
Importance	1.73	2.71	1.62
Success	2.15	3.45	2.00
Need to Purchase Audiovisual Supplies			
Importance	1.67	2.17	1.61
Success	2.09	3.30	1.97